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ABSTRACT

The guide contains the basic concepts and instructional materials recommended for the exploration of public service occupations at the junior high school level (grades 7-9). The materials can be used as a separate course or can be integrated into the subject areas suggested. The 17 units deal with the functioning of Federal, State, and local governments; public service workers; government health, welfare, and education services; financing of government services; environmental control; community development, law enforcement and corrections; preventing and fighting fires; regulation of people and goods crossing the national boundaries; and the government role in transportation services. Each unit contains instructional objectives, teacher information for course content, suggestions for teaching materials (resource list), teacher management activities, and individual student activities (designed for duplication) that will help to develop an understanding of the attitudes, values, and characteristics which pertain to many careers in public service. Appended are: list of resource suppliers, and a 38-page section providing pre- and post-test evaluation questions for each unit (for duplication) in various puzzle forms with answer keys. (Author/MS)

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Exploration of Public Service Occupations

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Exploration of Public Service Occupations

by:

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of Education
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This document is one of a series of curriculum guides dealing with the Public Service Occupations career cluster. The titles of all individually available documents in this series appear below:

Exploration of Public Service Occupations
Orientation to Public Service Occupations
Preparing for Public Service Occupations—Common Core
Preparing for Public Service Occupations—Educational Services
Preparing for Public Service Occupations—Law Enforcement Services
Preparing for Public Service Occupations—Social Services
Administering Public Service Occupations—An Implementation Guide

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INTRODUCTION

This Curriculum Guide, *Exploration of Public Service Occupations*, is one of a series developed to assist those involved in implementing career education programs concerned with public-service occupations.

The Public Service Occupations Curriculum Project staff, in conjunction with a group of nationally prominent persons with expertise in local, state, and federal government, as well as in secondary and post-secondary education, has adopted this definition for public service, which is applicable to the entire series of Curriculum Guides developed as part of this Project:

> Public-service occupations are those occupations pursued by persons performing the functions necessary to accomplish the mission of local, county, state, and federal government, excluding the military service and trades requiring an apprenticeship. These missions reflect the services desired or needed by individuals and groups...and are performed through arrangements or organizations established by society, normally on a nonprofit basis, and usually supported by tax revenues.

This guide consists of seventeen units, and contains the basic concepts and instructional materials recommended for the exploration of public-service occupations at the junior high school level. The subject matter is oriented toward teachers with minimal training or experience in public-service occupations exploration.

Each unit contains instructional objectives, teacher information for course content, and suggestions for teaching materials that would be helpful in developing the unit. Every unit also contains teacher and student activities that will enable students to develop an understanding of the attitudes, values, and characteristics which pertain to many careers in public service. The student activities have been designed to be duplicated for student use.

The Exploration Guide materials can be taught as a separate course or infused into the regular program. For example, a science teacher may wish to use the unit *A Clean Environment for All* to introduce the study of ecology, thereby adding relevancy to the regular school curriculum.

The material in this guide has proven effective in team teaching situations. While most of the units may be taught in social studies and science classes, activities within the units may be taught in mathematics, language arts, physical education, and health classes as well.

Although the units are presented in sequential order, each unit is designed to stand alone as a separate body of knowledge. All of the information is suggested only, and should be adapted to meet local conditions and needs.

This document was prepared by the California State Department of Education, Vocational Education Section, Program Planning Unit, which was then under the direction of E. David Graf. The major responsibility for the coordination of this guide belongs to Constance Friend Gipson, Curriculum Specialist, Public Service Occupations Curriculum Project.

A wide range of suggestions and approaches to the subject were received and wherever possible, incorporated into the final document. Since the resulting materials represent many opinions, no approval or endorsement of an institution, organization, agency, or person should be inferred.

Patrick J. Weagraff, Ed.D.
Project Director

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Unit 1

GOVERNING OURSELVES IN A REPUBLIC

This unit is designed to be presented in
Social Science Classes, Grades 7, 8, or 9

Here are the contents of Unit 1 of the Exploration Curriculum Guide. We suggest a careful reading of it before you read the text.

CONCEPT 3

INSTRUCTIONAL OBJECTIVES 3

CONTENT 3

Responsibilities of Elected Officials

Responsibilities and Privileges of the Citizens
The Citizen Can -
Join Pressure Groups
Petition The Government
Change Public Opinion
Work in Political Parties
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Unit 1

GOVERNING OURSELVES IN A REPUBLIC

CONCEPT

EVERYONE IS A PART OF GOVERNMENT

INSTRUCTIONAL OBJECTIVES

1. Ability to define democracy.
2. Ability to define a republican form of government.
3. Ability to list at least six ways in which citizens can play active parts in government.

CONTENT

Americans live under a system of self-government or self-rule. Majority rule is necessary to the success of this system. In a true democracy, every citizen would vote on every issue, whether it was a state, local, or federal concern. Since this would be unrealistic and awkward, the American system is a *Representative Democracy* or a *Republic*. Under a republican form of government, all citizens can vote for the persons who they feel are best qualified to represent them.

Responsibilities of Elected Officials.

All elected officials have the responsibility of carrying out the wishes of the people in their districts, or *constituents,* as they are known. Senators from states with large agricultural interests pay particular attention to laws that will affect the people "back home." Representatives from manufacturing areas watch legislation that will affect the industrial plants in their areas. Any legislator or town council member who fails to "keep a finger on the public pulse" faces the prospect of losing the next election. Indeed, in some states officials can be recalled or removed from office if a majority of citizens feel they are not doing their duty. The President and state Governors can also be removed from office by the process of "impeachment."

Legislators not only represent the people, but they assume leadership roles as well. After studying all sides of an issue, they must vote in a manner that will be of benefit not only to the progress of their area, but to the entire population that their body serves. Consequently, they are sometimes placed in conflict when they feel one way about a bill and their constituents feel the opposite way. They must then decide whether they will vote the way their consciences dictate, or whether they will go along with the people they represent.

Most legislators try not to be too far ahead or too far behind the opinions of their constituents. However, public opinion changes constantly. Legislators who ran on a segregation ticket years ago may find that their constituents favor integration four years later. Therefore, they must keep in constant touch with their people to know how to cast their votes. Some legislators try to solve this problem by sending out questionnaires on current issues. Public opinion polls are being used more and more to gauge public sentiment.

Responsibilities and Privileges of the Citizens.

Citizens can take the initiative in letting lawmakers know how they feel. Well-written letters from sincere people cannot be ignored, because people who take the time to write letters to Congressmen or City Councilmen must be concerned. A flood of letters or telegrams concerning a problem tells a legislator that the people in that area have strong feelings about that issue. Officials often receive mail supporting and opposing a law. They then must assess how many people are for and against that law.

The Citizen can Join Pressure Groups. What do citizens do when they disagree or would like to see things handled differently? Some join pressure groups or lobbies that seek to influence legislators directly. Often called the "Third House" of Congress, lobbies furnish information to legislators in order to sway their votes. They prepare legislation which is introduced by legislators friendly to their cause. Occupational, environmental, educational, and civil-rights groups all lobby to get the legislation they feel will benefit them.

Although legislators listen to pressure groups, most try not to be unduly influenced by them. A heavy letter writing campaign started by a lobby can cause a legislator to vote for a bill when the majority of people are against it.

Legislators need the information lobbyists have, but there are dangers in lobbying. Some lobbyists have attempted to bribe legislators through money and gifts. The *Federal Regulation of Lobbying Act* passed in 1946 requires lobbyists to register, and to name the group they are representing, their salary, and the amount of money spent on influencing legislation. However, it is unlikely that lobbying will be outlawed, since it is considered legal under the right to *petition*, as discussed below.

Lobbies also put pressure on government agencies directly. For example, environmental agencies are under pressure from conservation groups, and the Maritime Board may be under pressure from the shipping industry.

The Citizen can Petition the Government. Under the First Amendment, all Americans have the right to petition their state, federal, and local governments. In many of the states, voters can sign petitions to have laws referred. If five to ten percent of the voters sign, the law is placed on the ballot and is voted on by the people in the next election. This is called a *referendum*.

Sometimes citizens propose legislation that they wish passed. In some states, if a certain percentage of voters sign a petition to propose a new law, the issue is placed on the ballot and is voted on in the next election. This is called an *initiative*.

Although the use of the Referendum and Initiative relieves lawmakers of decision-making, they do cause long ballots. They also place people in the position of voting on issues on which they are not well-informed.

The Citizen can Change Public Opinion. Many citizens try to change legislation by influencing public opinion. Under a dictatorship, public opinion is controlled by burning books and imprisoning people who disagree. Under a democracy, different points of view can be aired openly. Newspaper editors and cartoonists frequently attack the government if they disagree. Citizens are encouraged to write letters to the editors, stating their views for publication. Handbills are passed out from door to door, and telephone campaigns can be used to garner support. Radio and television stations have programs that allow citizens to talk about government problems. Some Americans climb up on soap boxes and give speeches in parks and other public places. Some carry signs stating their opposition to ideas and candidates, while others join groups to demonstrate their concern. Bumper stickers and signs have been effectively used in gathering public support for or against an issue.

The Citizen can Work in Political Parties. Many people take an active part in government by becoming involved in party politics. They do not only help to select the party's candidates, but they also select the *planks*, or goals, in the party's platform. Workers are needed by parties to address letters, to run errands, and to raise money for political campaigns. Younger people have been effective in ringing doorbells and informing citizens about candidates and issues.

Cities are usually divided into precincts which are under the direction of a precinct captain. Precinct captains work hard to get the vote out in their areas. A group of precincts forms a ward run by a ward committeeman selected by the precinct captains. Each party has local, state, central, and national committees who work in their party's behalf. Some party workers are selected to attend the party's national convention, where the party nominees for President and Vice-President are selected.

When citizens feel that the major parties do not properly approach the issues in which the people are interested, they sometimes form a third party to get their ideas across. Although third parties usually lose, they may accomplish their mission if a major party adopts their ideas.

The Citizen can Run for Office. Some people enter politics by announcing for Governor or President. Although their chances of winning are slim, they draw attention to their ideas by making campaign issues of them.

The Citizen can Challenge Policies in Court. Any citizen who strongly disagrees with governmental policies can challenge them by taking a test case to court. These cases are often heard by the Supreme Court. In 1954, the case Brown vs. Board of Education of Topeka, the Supreme Court outlawed school segregation. In Miranda vs. Arizona, the court decided that before suspects are questioned by police, they must be informed of their rights. These court decisions have had profound effects on the American way of life.

The Citizen can Vote. The most significant way citizens participate in government is by casting their votes in elections. Under our system, every vote is important. In fact some elections have been won by one vote. Unfortunately, many Americans neglect to vote, giving up their chance to have a voice in government. Consequently, less than half of the population often decides what the policies of their government will be and who will put those policies into effect. Since all eligible citizens have the right to vote, they also have the responsibility of casting their votes in every election.

TEACHER
MANAGEMENT
ACTIVITIES

- Divide the class into two political parties. Each party will have a platform. (Example -- What rights should students have?) Small groups of students can form pressure groups to get their ideas in the platform.
- Choose the best party symbols and slogans from those done in the relating activity.
- Have each party compose songs for its campaign.

- Ask each party to select nominees for President, Vice-President, etc., on the basis of campaign speeches.
- Have an election, selecting the President, Vice-President, Councilmen, Senators, etc.
- Discuss the winning platform in relation to School Board policy.
- Ask a member of the School Board to discuss the policies of the Board that pertain to students.
- Tabulate the results of a student public opinion poll (such as, "What length of hair should boys be allowed to wear?").
- Explain the use of samples in polls.
- Ask students to circulate a petition to gather support for their cause and present the petition to the Student Council:
    - Direct students in preparing a Referendum against a rule they do not like;
    - Direct students in preparing an Initiative to put a new rule into effect.
- Assign each student to write a letter-to-the-editor for or against an issue.
- Ask precinct workers, ward committeemen, etc., to serve as resource persons.
- Invite representatives from lobbying groups to speak before the class.

RESOURCES

BOOKS:

Sweet Land of Liberty, Denoyer-Geppert, 1969.

Milestones to American Liberty, J. G. Ferguson, 1970.

Our American Government Today, 2nd Edition, Prentice-Hall, 1969.

The Constitution of the United States, Our Charter of Liberties, American Book - Van Nostrand, 1969.

The People Govern and Supplement, Follett Educational, 1970.

Government By The People, Steck-Vaughn, 1970.

We The People, Benefic Press, 1969.

We Are The Government, Doubleday, 1969.

Our Democracy, Steck-Vaughn, 1970.

Our Democracy at Work, 2nd Edition, Prentice-Hall, 1969.

Citizenship In Action, 4th Edition, Follett Educational, 1970.

Your Life As A Citizen, Grade 8, (Workbook), Ginn and Company, 1969.

Your Life As A Citizen, Grade 9, Ginn and Company, 1969.

Rights and Duties of Citizens, Books 1 and 3, Frank E. Richards, 1970.

Politics: The American Way, Allyn and Bacon, 1969.

Dissent and Protest: Case Studies for Student Discussion, American Education Publications, 1970.

Practical Political Action, '70 Edition, Houghton-Mifflin, 1970.

Municipal Politics: Interest Groups and the Government, American Education Publications, 1970.

PRINTED MATERIAL:

Citizenship Is Involvement, Signal Press, 1970.

Why Vote, Signal Press, 1970.

You are a Lobbyist, Signal Press, 1970.

FILMSTRIPS:

Basic Ideas of Democratic Government, McGraw-Hill, (color), 1969.

Taking Part in the Government, Curriculum Materials Corporation, (color, purchase), 1969.

The Rights and Duties of Citizens, Eye Gate House, (color, sound, purchase), 1970.

Being Active in the Government, Curriculum Materials Corporation, (color, purchase), 1969.

Black Political Power, Doubleday, (sound, purchase), 1970.

The Third House - Washington Lobbyist at Work, Harcourt Brace Jovanovich, (color, sound, purchase), 1969.

Beginning of Political Parties, Society for Visual Education, (color, purchase), 1969.

Political Parties and Elections, McGraw-Hill, (black and white, purchase), 1969.

Political Parties, Society for Visual Education, (color), 1969.

Political Conventions: Choosing the Candidates (Parts 2), Harcourt Brace, (sound, color, purchase), 1969.

The Young Citizen Looks at Politics, McGraw-Hill, (color), 1969.

Helping Our Town Government, Curriculum Materials Corporation, (color, purchase), 1969.

The Ballot, Universal Educational and Visual Arts, (color, sound), 1969.

Using the System: A Summary, Doubleday, (sound, purchase), 1970.

FILMS:

Man Learns to Govern Himself, Eye Gate House (8mm Loop, color, purchase), 1970.

The People of the State Enact, Jam Handy, (29 min., color), 1970.

Pollsters and Politics, Association Films, (26 min.), 1970.

Politics and Elections, Progressive Pictures, (black and white), 1969.

United States Elections - How We Vote, Bailey-Film Associates, (14 min., black and white or color, purchase), 1969.

When Losers Become Winners, NBC Educational, (14 min., black and white, purchase), 1970.

The True Story of an Election, Western Electric, (56 min., color, loan), 1970.

TRANSPARENCIES:

Government in a Free Society, Rand McNally, 1970.

Representative Government vs. Totalitarian Government, Visual Materials, 1968.

What Is A Citizen? What Are His Responsibilities?--And Rights? Visual Materials, 1968.

What A Citizen Can Do To Affect Legislation, Visual Materials, 1968.

The Voter Makes the Choice, Visual Materials, 1968.

CHARTS:

Government in a Free Society, Rand McNally, 1970.

GAMES:

Simulation Games: Democracy, Western Publishing, 1969.

AUDIO TAPE REELS:

The NAACP, History and Functions, Roy Wilkens, EMC Corporation, 1969.

Formation of Public Opinion and Racial Equality, Carl Rowan, EMC Corporation, 1969.

PHONODISCS 33:

Brown vs. Board of Education of Topeka, Enrichment Teaching Materials, 1969.

INDIVIDUAL STUDENT ACTIVITY

Every political party needs symbols, colors, and catchy slogans. Draw a symbol for a political party:

Write five slogans that you think would help your party win:

____

____

____

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INDIVIDUAL STUDENT ACTIVITY

The following groups lobby for certain types of laws. Find out what kind of legislation each group would be likely to favor:

The Sierra Club ____________________

____

The National Association for the Advancement of Colored People ____________________

____

National Rifle Association ____________________

____

American Legion ____________________

____

National Education Association ____________________

____

Farmers National Grange ____________________

____

American Federation of Labor ____________________

____

National Council of Parent-Teacher Associations ____________________

____

Unit 2

HOW OUR COUNTRY IS GOVERNED

This unit is designed to be presented in
Social Science or Political Science classes,
Grades 7, 8, or 9

Here are the contents of Unit 2 of the Exploration Curriculum Guide. We suggest a careful reading of it before you read the text.

CONCEPT 15

INSTRUCTIONAL OBJECTIVES 15

CONTENT 15

  The President of the United States
  The Legislative Branch of the Government
  The Congressman and the Public
  The Judicial Branch of the Government
  The Citizen's Part in the Judicial System
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Unit 2

HOW OUR COUNTRY IS GOVERNED

CONCEPT

THE FEDERAL GOVERNMENT IS DESIGNED TO SERVE THE PEOPLE IT GOVERNS, AND PEOPLE MAKE THE GOVERNMENT FUNCTION

INSTRUCTIONAL OBJECTIVES

1. Ability to name the three branches of the federal government.
2. Ability to name the major functions of each of the three branches of the federal government.
3. Ability to list at least two ways by which the public can contribute to good federal government.
4. Ability to list at least six major job clusters in which people can work in government at the federal level.

CONTENT

The President of the United States.

Almost everyone would agree that the President of the United States has a very responsible and demanding job. The President has many who help, but he or she must be knowledgeable in such matters as foreign policy and trade, the activities of Congress, the financial and labor conditions of the nation, and the activities and attitudes of nations throughout the world. The President is the one person who must make many final decisions.

With modern day communications through the mass media (our magazines, newspapers, books, television, and radio) more is understood about the office of the President than ever before. Men and women, young and old, desire to hold that high office in the executive branch of government. Hundreds of thousands of dollars are spent each presidential election year to win or lose the high honor of taking the oath of office as President of the United States of America and Commander-in-Chief of the Armed Forces.

The President is elected by the citizens (the voters) through an "electoral college" for a term of four years, and may serve a maximum of two elected terms. Presidents have come from many walks of life, such as lawyers, military men, businessmen, educators, and surveyors. Most of them have had experience in Congress.

The Legislative Branch of the Government.

The Legislative Branch of government consists of the House of Representatives and the Senate. The number of people serving in the House of Representatives from each state depends upon the population of that state. Members of the House, usually called "Congressmen" or "Congresswomen," serve an unlimited number of two-year terms as long as the district voters re-elect them. Two Senators from each state serve unlimited six-year terms, and are elected each term by the voters at large in their respective states.

Members of Congress have one major responsibility: to make laws for the benefit of their constituency. The benefits may extend beyond the borders of their elective districts and states, but since they are elected to serve the people, they are alert to the needs of those who voted them into office.

Men and women from many backgrounds serve in Congress. Most of them have served in some political office at the state or local level, and all of them have support from a political party. The ability to communicate effectively with people is important in being elected, and in performing effectively as a law maker.

A lot of the Congressman's time is spent in committee work. The effectiveness of his or her presence on a committee depends upon the length of time the member has served on it. Because of committee assignments and *tenure* (length of time in Congress), it is sometimes difficult to unseat an established member of Congress. If a Congressman becomes the chairman, or is a senior member of certain committees, he is in a position to be very valuable to the state he represents. He often may then have the power to influence placement of government contracts in his state. Therefore, there are certain advantages in establishing some degree of tenure in Congress. Many effective members of Congress have served many years, even until their late seventies. At the other extreme are "rookie" Representatives who are in their late twenties (twenty-five is the minimum age level).

Members of Congress can have backgrounds as businessmen, lawyers, accountants, educators, farmers, ranchers, housewives, and social workers; almost any occupation qualifies a person as a member of Congress. A wide variety of backgrounds is valuable as input in making laws dealing with different situations. No one occupational background makes a better Representative of the people or law maker, although many are lawyers. The technicalities of writing the laws are taken care of by specialists. More important is the concern for the masses that a good member of Congress can generate in law making.

The Congressman and the Public.

One responsibility of a Congressman is to keep in touch with the voters at the district and state level. Congressmen return to their home states and districts regularly to talk with the voters and local government leaders, and thus keep aware of their needs. They are also interested in keeping their names before the voting public, because their jobs depend upon these people when it comes time to vote.

An equal responsibility is given to the voters and future voters to keep in touch with their Representatives in the House and Senate. Many times Representatives in Washington, D.C., feel far removed from the people in their districts because there is so little contact by letter, telegram, or telephone, but pressure or lobbying groups are constantly bringing their favorite issues before members of Congress. These issues must be weighed in terms of the effect they may have on the country, state, and Congressional District represented. Good Congressmen and Congresswomen take great pride in acknowledging the most seemingly unimportant request and letting the person or persons know what can be done about it.

The Judicial Branch of the Government.

The courts are part of the Judicial Branch of government. The federal courts are similar to the state courts.

There are lower courts, or courts having "original jurisdiction." Courts of Original Jurisdiction are those that take a legal case at its beginning.

Appellate courts are "Courts of Appeal." A case may be appealed to a higher court that can make one of three decisions:

- reverse the decision of the original court,
- stand by the decision of the original court,
- or send the case back for a retrial.

The U. S. Supreme Court stands as the last or final appeals court.

Very few cases end up in the Supreme Court, but once a case does, the decision is final. Cases reaching the Supreme Court usually deal with questions of federal or state constitutionality. The Constitution is the highest law and all lesser laws must be in agreement with it.

Federal judges, including Supreme Court justices, are appointed by the President. It is necessary that judges should not be guided by political considerations, therefore the appointment is for a long term, ending usually by retirement. Another method of keeping federal judges for a long time is to pay them good salaries.

Federal judges must have a broad background in law practice and principles. They must have a high degree of integrity and impartiality. They can be removed by impeachment.

The Citizen's Part in the Judicial System.

The citizen plays an important role in the judicial system. Besides learning and obeying the laws of the land, he or she may be called to serve on a jury. Jury service is a fundamental responsibility of every citizen, just as trial by jury is a fundamental right of all citizens accused of a crime. The jury system seldom fails; when it does, the failure is often caused by people not realizing the principles which have given them freedom, and their responsibilities in maintaining it.

The Worker in the Government Service.

Public careers with the federal government are numerous; this is apparent, since the government is the largest single employer in the country. Salaries, in most cases, compare favorably with private industry, but some government jobs pay less than their private counterparts. A public employee's career is usually more stable, and allows the employee the opportunity to move or transfer to different parts of the country, and perhaps, to some overseas assignments. The employment qualifications are about the same for a federal employee as they are for private business, although some assignments require special qualifications.

There is now a trend to be more competitive by improving employee salaries and other benefits in the federal service. There is as much a need for high quality work to be accomplished in government as there is in private business. Because of the size of the federal government, there is ample opportunity to advance if a person has the ability, and is willing to put forth the effort.

It is impractical to list the thousands of positions available through the civil service of the government. All new job openings must be advertised, and there are listings available from federal agencies showing the kinds of jobs in which people work.

Governmental jobs are sometimes filled by the political appointment of influential and talented party supporters. The appointments are made by the President or other elected officials.

The pay for an appointed position is good, but the appointee can expect to leave when the President leaves office. In some cases appointees are carried over into another Presidential term, even if the suceeding President is not of the same political party. Generally the appointees are selected from private business and industry because of their political expertise, as well as their loyalty to the political party.

Whatever the job may be in the federal government (elective, appointive, or career person), there will be opportunities to challenge almost any career desired. Almost all federal jobs are service oriented. This type of work brings the satisfaction of working with and for other people, and at the same time demands the ability to communicate and relate with other people. This public relations ability must always go with the basic skills and knowledge necessary to perform the work assignments.

TEACHER MANAGEMENT ACTIVITIES

- Have students discover the following about past Presidents of the United States (you may want to limit the Presidents to the last five or six):
    - Occupational training,
    - Amount of education,
    - Party affiliation,
    - Years in office,
    - Prior political offices held,
    - Age at inauguration.
- Assign students to find the names of the U.S. Senators and Representatives from their state, and the Representatives living in their districts.
- Have students seek out the names of federal offices and buildings located in their county, city, or state. Name at least twelve occupations relating to the named offices, buildings, etc.
- Have students determine for each member of the U.S. Supreme Court, the following:

Name and age,
President making his appointment,
Native of which state,
Years in office.

- Have students clip from newspapers or news-magazine, articles dealing with federal solutions or a need to solve a particular problem. Then determine:

  What branch of government was represented?
  Was it handled or should it be handled locally, regionally, or nationally?
  What might have been done to prevent the problem?

- Through the want-ads of a local big city newspaper, select a dozen federal jobs being advertised. For each job indicate the following information:

  Qualifications,
  Location of work,
  Salary range.

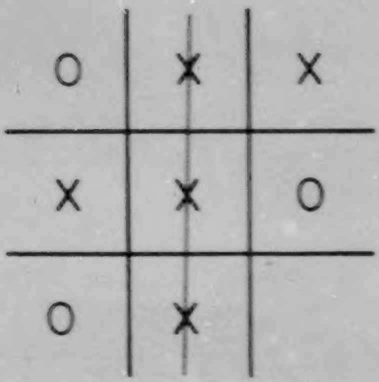
- Play the game of "CLUE." Under "Student Activities" the students are developing a series of clues for names and statements dealing with the lesson. Collect these clues and use them in developing the game of "CLUE":

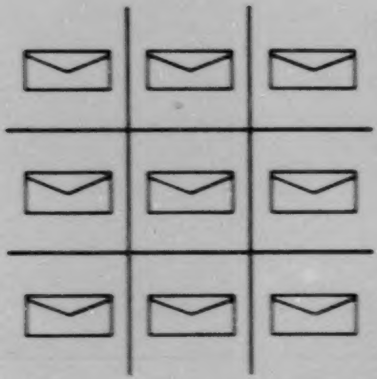
  Divide the class into teams, allowing about five members to a team. Appoint a captain who sits behind the team members. Prepare about fifteen sets of clues. As the teacher announces that the game is to begin, the first team confers to decide how many clues to ask for since the more clues they have, the fewer points they get; that is, 1 clue = 4 points, 2 clues = 3 points, 3 clues = 2 points, and 4 clues = 1 point. The team has fifteen seconds to respond. The number of clues is written on the board by the teacher, who gives the clues.

  A team member who thinks he has the answer raises his hand, and is called on by the captain to respond. If the answer is correct, the score is indicated on the board. If incorrect, the same clue or others to the same answer go to the next team. This continues until a correct answer is given, finally by the teacher if necessary. A new set of clues is offered then to the next team in line.

  The team with the most points at the end of the period wins.

- Play the game of "Tic Tack Toe": Tack nine envelopes on a board as shown in the figure on page 21. Within each





envelope place three to five questions or statements concerning the lesson, each on separate slips of paper. Place more difficult questions and statements in the center and corner envelopes.

Divide the class into two teams, "X" and "O". The first student in team X takes a slip from any envelope and answers the question or discusses the statement before the class. The teacher or a panel of experts decides if the response is correct, and then, if the response is correct, places an X in the same location on Figure A as the envelope came from in Figure B. If the response is judged wrong, and O goes in the location, and the O team gets the next turn. Three X's or O's in a row win the game. The O team, win or lose, gets the first turn on the next game. Each team then alternates until the end of the game.

A partial list of possible questions and statements follows (answers in parenthesis):

1. How long can the President of the United States remain in office? (Two elected terms or eight years, plus any years replacing a President who has died or is otherwise not serving.)

2. How many senators are elected from each state? (2)

3. In what branch of government are the President's cabinet members? (Executive)

4. Who are the two Senators representing your state? (?)

5. Who is the Representative from your voting district? (?)

6. Name the three branches of government. (Executive, Legislative, Judicial)

7. Which branch of government do the armed forces (such as the Air Force) come under? (Executive)

8. How many Justices are there in the Supreme Court? (9)

9. Name three appointed positions of the federal government. (Justices of the Supreme Court, cabinet members, federal judges)

10. Name two primary responsibilities of a Congressman or Congresswoman. (Sit on committees, make laws, represent constituents)

11. What is the length of term of office for a Senator? (6 years)

12. What is the length of term of office for a Representative? (2 years)

13. What determines how many Representatives come from any given state? (Population as determined by the U. S. Census)

14. Why is it wise to have three separate branches of government? (Separation of powers, placing checks and balances on power)

15. What is the limit on the number of terms a Senator or Representative may seek office? (There is no limit)

16. A Senator must be at least (30) years old and a Representative (25) years old to be elected.

17. What is "franking privilege?" (Free use of first-class mail for Congressmen)

18. What is the purpose of the Supreme Court of the United States? (Final appeals court of the land, decision is final, last word in constitutional law)

19. What is the purpose of the federal district courts? (Try criminal cases relating to violation of federal laws)

20. Is a district federal judge appointed by the President? (Yes)

RESOURCES

BOOKS

Our American Government Today, Second Edition, Prentice-Hall, 1969.

Our Democracy at Work, Second Edition, Prentice-Hall, 1969.

Government by the People, Steck - Vaughn, 1970.

The National Executive Branch: An Introduction, Macmillan, 1970.

The White House and The Presidency, Charles E. Merrill, 1969.

The Cabinet of the President of the United States, Franklin Watts, 1969.

The Capitol and Our Lawmakers, Charles E. Merrill, 1969.

Congress: An Introduction, Rand McNally, 1969.

Congress: Power and Purpose on Capitol Hill, Allyn and Bacon, 1969.

The Congressman, Doubleday, 1969.

FILMSTRIPS:

Democracy in Action (Series 9), Universal Education and Visual Arts, (color, sound, purchase), 1969.

The Federal System, Parts One and Two, McGraw-Hill, (black and white, purchase), 1969.

Our Federal Government, CENCO, (color, purchase), 1969.

Our Federal Government (Series 6), Filmstrip House, (color, purchase), 1970.

Our National Government (Series 8), Society for Visual Education, (color, purchase), 1969.

How It Developed (Series 4), Society for Visual Education (color, purchase), 1969.

How It Functions (Series 4), Society for Visual Education, (color, purchase), 1969.

The President, Encyclopedia Britannica, (color, purchase), 1969.

Our President, McGraw-Hill, (color, purchase), 1969.

The Cabinet, Eye Gate House, (sound, purchase), 1969.

Executive Departments and Agencies, Encyclopedia Britannica, (color, purchase), 1969.

Federal Departments and Agencies, Universal Education and Visual Arts, (color, sound, purchase), 1969.

The Congress of the United States, Visual Education, (black and white, purchase), 1969.

The Congress of the United States, Universal Education and Visual Arts, (color, sound, purchase), 1969.

Congress of the United States, Society for Visual Education, (color, purchase), 1969.

The Congress, Encyclopedia Britannica, (color, purchase), 1969.

Congress - The Legislative Branch, Eye Gate House, (sound, purchase), 1970.

Congress and Its Powers, Eye Gate House, (sound, purchase), 1970.

Congress: Organization and Procedure, McGraw-Hill, (black and white, purchase), 1969.

The Senate, Filmstrip House, (color, purchase), 1970.

A Day in the Life of a Senator, Visual Education, (black and white, purchase), 1969.

The House of Representatives, Filmstrip House, (color, purchase), 1970.

The Home of Congress and Court, Imperial Films, (color, sound, purchase), 1970.

Executive Nerve Center - The Home of Congress and Court, Educational Activities, (color, sound, purchase), 1970.

Federal Judiciary, Society for Visual Education, (color, purchase), 1969.

The Federal Courts, Encyclopedia Britannica, (color, purchase), 1969.

FILMS:

Federal Government: The Plan of Organization, Coronet Films, (14 min., black and white, purchase), 1970.

The Making of a President, Films Incorporated, (82 min., black and white, purchase), 1969.

Mr. Secretary, Indiana University A-V Center, (29 min., black and white, purchase), 1970.

The Congress (Revised Edition), Encyclopedia Britannica, (20 min., black and white, purchase), 1969.

Legislative Process, Indiana University A-V Center, (28 min., black and white or color, purchase), 1970.

A Day in Congress, Institutional Cinema, (20 min., black and white, purchase), 1969.

The Supreme Court, Visual Education, (black and white, purchase), 1969.

Storm Over the Supreme Court, B'nai Brith, (50 min., black and white, purchase), 1969.

Profiles in Courage - Chief Justice John Marshall, I Q Films, (50 min., purchase), 1969.

TRANSPARENCIES:

U. S. Government and How It Works, AEVAC, 1970.

Presidential Administration and Political Parties, Western Publishing, 1969.

CHARTS:

Leadership: Our Executives, Denoyer-Geppert, 1969.

How Our President Serves Us, George A. Pflaum, 1970.

How a Bill Goes Through Congress, George A. Pflaum, 1970.

Our Federal Courts, George A. Pflaum, 1970.

INDIVIDUAL STUDENT ACTIVITY

You are to help construct a game of CLUE for the class. For each statement or name you are to write four clues, each one increasingly more revealing, thus making the answer easier as each clue is given. The instructor has the game rules and will use the best clues for the game at a later time.

An illustration is given below of how to write the clues. After studying the example, begin writing four clues for each statement or name given. The instructor will want to use your originals in the game.

President of U.S.	U.S. Senator	Washington D.C.
1. Elected official of U.S.	1. ______________	1. ______________
2. Serves a four year term	2. ______________	2. ______________
3. Commander-in-Chief	3. ______________	3. ______________
4. Lives in White House	4. ______________	4. ______________

______________	______________	______________
1. ______________	1. ______________	1. ______________
2. ______________	2. ______________	2. ______________
3. ______________	3. ______________	3. ______________
4. ______________	4. ______________	4. ______________

INDIVIDUAL STUDENT ACTIVITY

Under each letter of the word "PUBLIC," write a word that relates to the federal government. It may be the last name of a Congressman, or the President, or his cabinet; or the name of a branch, bureau, or division of government. The first word under each letter is given as an illustration. Write as many words as you can in ten minutes. Other key words may be used.

P Public	U Udall	B Banking	L Laws	I Interior	C Currency

INDIVIDUAL STUDENT ACTIVITY

The federal government affects many parts of our daily life. Tell how the federal government affects your:

Clothing

House

Toys

School

Car

Air

Water

Food

Air travel

Highway trips

Train trips

Recreation

Unit 3

HOW THE STATE IS GOVERNED

This unit is designed to be presented in
Social Science or Political Science classes,
Grades 7, 8, or 9

Here are the contents of Unit 3 of the Exploration Curriculum Guide. We suggest a careful reading of it before you read the text.

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INSTRUCTIONAL OBJECTIVES 31

CONTENT 31

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- The Legislative Branch of the State
- The Judicial Branch of the State
- The Functions of the State
- The Workers in the State Government

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Unit 3

HOW THE STATE IS GOVERNED

CONCEPT

THE STATE PROVIDES SERVICES AND PROTECTION FOR THE CITIZENS

INSTRUCTIONAL OBJECTIVES

1. Ability to list the three primary governing bodies of state government.
2. Ability to name the major elected and appointed officials of his/her state.
3. Ability to identify the means by which elected, appointed, and public employees are selected for their jobs.
4. Ability to list at least ten career jobs relating to state government.
5. Ability to list the roles of four elected state officials.

CONTENT

The governments of all the fifty states are similar, primarily because they were patterned after the original thirteen states. Each is governed by a chief executive, a legislature, and a court system. The states have certain rights and freedoms over which the federal government has no control. However, there are federal laws permitting the federal government to enter a state and exert certain control or force, and there are federal laws that take precedence over state laws.

The Executive Branch of the State.

The Governor is the Chief Executive and is elected by popular vote of the citizens of the state on a party ticket, after being nominated in a direct primary election. In most of the states, he serves a four-year term. The Governor receives a salary while in office, with an expense account, automobile, and an official residence. Aspirants for the office of Governor have usually spent time in government work as an appointed or elected official of the state or of a large city in the state.

Generally, the Governor is the most powerful person in a state, although the powers vary between states. He has great influence in legislation, law inforcement, party politics, budgeting, and political appointments. Among other duties, the Governor attends ceremonial functions, uses mercy powers (such as pardons and commuting sentences), calls special sessions of the legislature, and commands the National Guard of his state.

Other top elected officials of state government include:

° Lieutenant Governor, whose role is similar to that of the Vice President of the United States;

° Attorney General, responsible for enforcing state law, and acting as legal counsel for the Governor, and legal officer for the state agencies;

° Secretary of State, who maintains the official records of the state executive departments;

° Auditor or Comptroller, who accounts for audits, and dispurses state funds and some federal money;

° Treasurer, the person responsible for the money of the state;

° Superintendent of Public Instruction, in charge of all public education in the state.

In some states the Auditors, Treasurers, or Superintendents are appointed, in order that more professionally trained people with longer tenure may add stability to the office.

The Legislative Branch of the State.

The state legislature generally has two houses, the lower house, or Assembly, and the Senate. State legislators are people from business and industry, such as lawyers, salesmen, teachers, housewives, doctors, farmers, skilled workers; in fact, just about any occupation one can think of. Usually, there are no restrictions to becoming a state legislator other than minimum age, residency in the state and district represented, use of the English language and, of course, being elected. The pay for serving a two or four year term in a state legislature is usually quite small.

A legislator is the representative of the people in his or her district only, although each legislator has to look at the interests of the state as a whole, even to national interests.

Legislators develop and work toward the passing or failure of laws, depending upon the influence the laws have on their constituents. There are also committee assignments that take up the bulk of their time while the legislature is in session.

There are variations in the organization of state governments. Some states have only one legislative body, called a Unicameral Legislature. State Constitutions vary somewhat between states; most of the Constitutions are very old and are in need of updating. The position of Lieutenant Governor does not exist in some states; and the Superintendent of Public Instruction is appointed by the Governor in some states, while in others the Superintendent is appointed by an elected State Board of Education. (Whatever differences exist should be carefully brought into the instruction of this unit in order that the students fully understand the organization of their state.)

The Judicial Branch of the State.

The vast majority of the people come in contact with state courts sometime during their lives. Each state has a Supreme Court and lesser courts. Lower courts may include (depending on the state) Justices of the Peace, Police courts, Traffic Courts, Small Claims Courts, and Juvenile Courts. General trial courts handle important civil or criminal cases; appeals from Justices of the Peace and police courts; and misdemeanor and felony cases. Judges in these courts might be appointed by the governor; however, they are usually elected, and have had legal training.

To permit appeals of cases heard in lower state courts, Appellate Courts are established by some states. Normally, a question of law must be involved to obtain the opinion of an Appellate Court. The court of last resort for most appeals from lower state courts is the State Supreme Court.

The Functions of the State.

The services performed by the state are expected roles of government. Most of these services are felt keenly by most residents. States provide at least these activities and programs for the regulation and care of the citizens:

- Transportation: safety; recreation; provisions for motor vehicles, highways, aeronautics, and waterways;
- Health and welfare: standards for food and drugs, domestic relations, and veterans' benefits;
- Public protection: civil defense, law enforcement, safety, prisons, courts, and police;

- Natural resources: maintenance of agriculture, forestry, parks, environment, conservation, and mines;

- Regulatory activities: with labor, banking, commerce, insurance, liquor, and public utilities;

- Education: buildings, graduation requirements, teacher certification, transportation, and curriculum;

- Planning and development: covering state's resources and urban developments, including the training and employment of the state's labor force.

The Workers in the State Government.

Many of the jobs held in state government are filled by appointment of the Governor, some of which require approval by the State Senate. Appointed jobs usually fall into such categories as department or commission administrators, or members of a board. The appointments sometimes come as a result of being involved with the governor's political party. Qualifications for the job do not necessarily take the greatest precedence; however, appointed people are usually competent leaders and administrators. In many cases they are businessmen who have been loyal supporters of the party.

State employees who are neither elected nor appointed fill the vast majority of government jobs at the state level. Civil service (that is, people hired and promoted through a merit system) is slowly growing in the states, but some state jobs are somewhat underpaid when compared to similar jobs in industry or business.

A great many professional people work for the state government. Doctors of medicine, lawyers, doctors of education, psychologists, counselors, engineers, and teachers are all involved in some way with the processes of maintaining the services and control of the state government.

Skilled technicians who operate heavy equipment, work in data processing, perform chemical tests, design roads, construct dams, care for wild animals and for parks, also contribute to the states' services. Secretaries, clerks, bookkeepers, and receptionists, working with the skilled or professional people previously mentioned, are just a few of the wide variety of people needed to staff the many departments of state government.

When state employees are chosen by the merit system, competency tests are given to determine the qualifications and the pay grade the person will receive if hired. In this way, the required qualifications are not too different from those of business and industry.

Many people find state government work very satisfying, since they have possibly more security, less pressure from the profit motive, good vacations, and other fringe benefits. In some states, where the merit system does not exist, the spoils system is used to the detriment of state employees.

TEACHER
MANAGEMENT
ACTIVITIES

- Have students find names of people in their district who represent them on the state legislature.

- Have students clip articles and pictures from current newspapers that describe state (not local) problems.

- Make a collage of headlines and pictures dealing with state functions.

- Students could interview local state elected officials and determine the following:

  How their campaigns were funded,
  How they spent the campaign funds,
  How they determined their platforms.

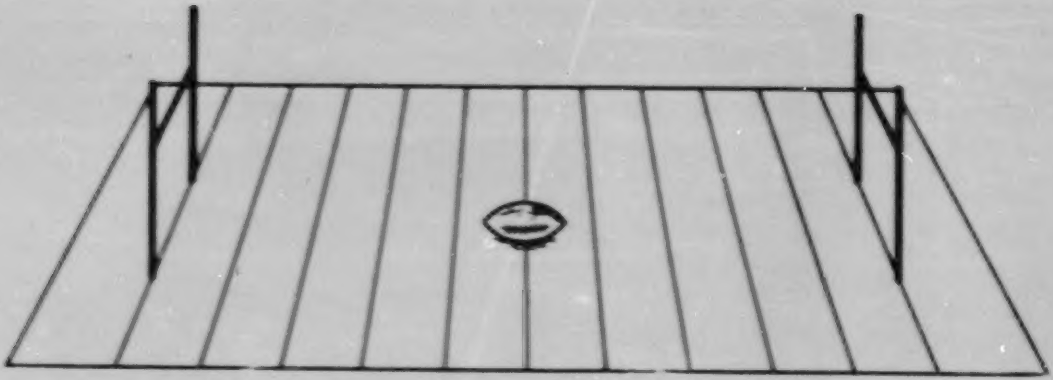
- Students should write legislators about an important issue that involves their state.

- Divide the class into two state political parties and become involved in the following activities:

  Hold district meetings;
  Determine platforms;
  Select candidates (limit to four or five positions);
  Determine campaign strategies;
  Write and design radio, TV, newspaper, billboard, and brochures (or handbills) to publicize the candidates;
  Write campaign speeches and deliver them before the class;
  Conduct a TV debate of issues;
  Hold election;
  Elected class "governor" should make appropriate political appointments.

- Political Football

  Draw a football field on the chalkboard as illustrated on page 36. Leave about five inches between "ten yard lines." Cut a football out of paper and place masking tape on the back so it will stick to the chalkboard (the board must be free of chalk dust).



A list of five, ten, and twenty-five yard questions is given below. The longer the distance, the harder the question. The ball is placed on the fifty-yard line. Each team member takes turn answering questions, selecting five, ten, or twenty-five yard questions. If a team member misses a question, the team loses the ball and the question goes to the opposing team. If the team answers the question correctly, the ball is moved toward the proper goal line the number of yards identified by the question listing. Then the other team selects a question, each member in turn answering. Score six points for each touchdown. A ten-yard penalty is assessed for speaking out of turn or seeking and/or getting help from other team members.

Partial List of Questions.....

Five Yard Questions

1. What is the title of the chief executive officer in your state?
2. What is the name of your Governor?
3. Name one duty of the Fish and Game Department.
4. Name one duty of the Attorney General.
5. Name just two duties of the Governor.
6. Name one duty of the Secretary of State.
7. Name one duty of the Superintendent of Public Instruction.
8. How many years does your Governor serve for each term?
9. What is a political platform?
10. Who appoints people to government positions?

Ten Yard Questions

1. How many branches of state government does your state have?
2. Name the political party of your Governor.
3. Name one duty of the Board of Health.
4. Who succeeds the Governor if he leaves office before his term expires?
5. How many members in your state legislature?
6. How old must you be to vote in your state elections?
7. How old must a person be to be elected Governor in your state?
8. What is the background of a person usually appointed to a state government position?

Twenty-five Yard Questions

1. Name the titles of five elected officials of your state.
2. What is the purpose of two houses in the state legislature?
3. Who or what established the precedent from which your state's Constitution was formulated?
4. What are three requirements to be a Governor in your state?
5. Name six non-elective and non-appointive government jobs in your state.

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Our American Government Today, Second Edition, Prentice-Hall, 1969.

Magruder's American Government, Allyn and Bacon, 1970.

State and Local Government, Rand McNally, 1969.

Our Democracy, Steck-Vaughn, (workbook), 1970.

Our Democracy at Work, Second Edition, Prentice-Hall, 1969.

To Be a Good American, Book 3: In Your State, Fearon Publishers, (workbook), 1970.

Your Life as a Citizen, New Edition, Grade 9, Ginn and Company, 1969.

FILMSTRIPS:

The Role of Government, Filmstrip House, (color, purchase), 1970.

State Government, Encyclopedia Britannica, (color, purchase), 1969.

State Government in Action (Parts 2), Harcourt Brace Jovanovich, (color, sound, purchase), 1970.

The Duties and Powers of a State Governor, Visual Education, (black and white, purchase), 1969.

FILMS:

Our State Government, Bailey-Film Associates, (12 min., black and white or color, purchase), 1969.

Legislative Process, Indiana University A-V Center, (28 min., black and white or color, purchase), 1970.

State Legislature, Academy Films, (22 min., black and white or color, purchase), 1969.

State Legislature in Action, Coronet Films, (22 min., black and white, purchase), 1969.

Speaker of the House: The Legislative Process, Journal Films, (21 min., black and white or color, purchase), 1970.

Labor of Love, Serina Press, (22 min., black and white, loan), 1970.

TRANSPARENCIES:

Government in a Free Society, (Parts 23), Rand McNally and Company, 1970.

INDIVIDUAL STUDENT ACTIVITY

Column "A" is a list of state Departments, Boards, or Commissions. Column "B" contains a list of typical services or tasks performed. Match the services to the Department by drawing lines between the two columns.

A

Department, Board, or Commission

HEALTH

FISH & GAME

HIGHWAY

PUBLIC WELFARE

EDUCATION

SECRETARY OF STATE

ATTORNEY GENERAL

TAX

B

Service or task

Repair roads

Certify teachers

License corporations

Inspect eating places

Care for unemployed

Collect taxes

Determine legality of legislation

Maintain state parks

Wild game regulations

Assess property

Develop curriculum

Build roads

Interpret laws

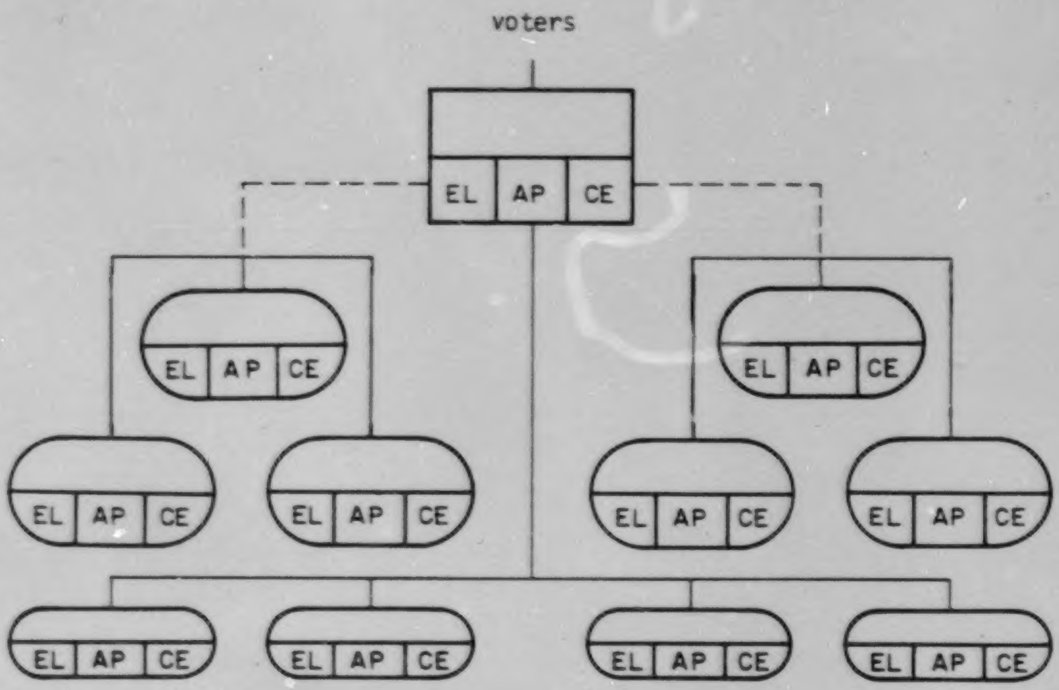
Plant fish

INDIVIDUAL STUDENT ACTIVITY

The organizational chart below shows general relationships of job positions in typical given groups of workers. (This chart is typical only; there are considerable variations in State government organizations.) Fill in the blocks, using the positions listed, for your state organization.

Governor
Attorney General
Auditor
Superintendent of Public Instruction
Department of Highways
Department of Social Services
Lieutenant Governor
Secretary of State
Treasurer
Board of Health
Department of Fish and Game

After you have filled in the organizational chart with the appropriate names included above, check the box for each position indicating if it is elective (EL), appointive (AP), or civil employee (CE).


voters
EL AP CE
EL AP CE
EL AP CE
EL AP CE
EL AP CE
EL AP CE
EL AP CE
EL AP CE
EL AP CE
EL AP CE
EL AP CE

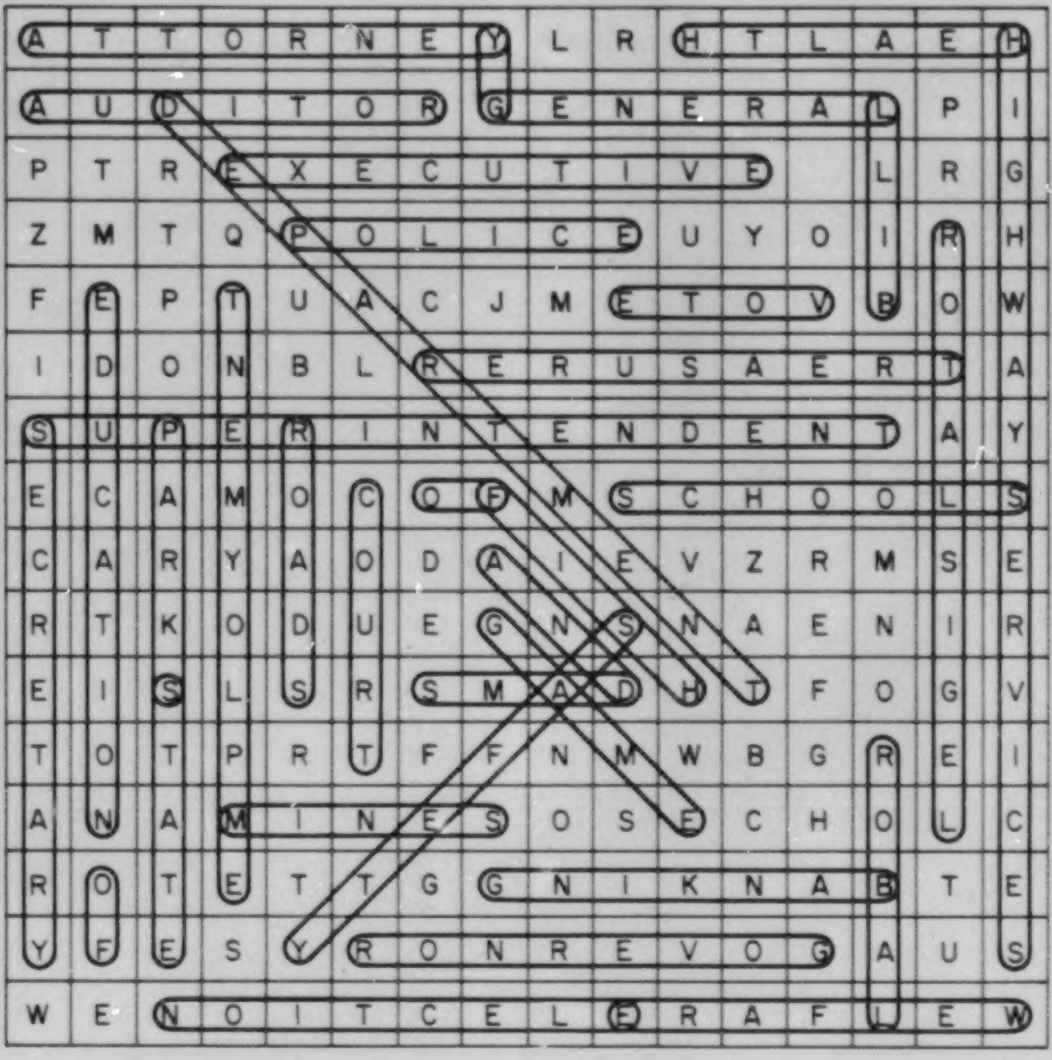
INDIVIDUAL STUDENT ACTIVITY

Find and circle the listed state activities or personnel, as they appear horizontally, vertically, at a 45° angle, backward, or forward:

A	T	T	O	R	N	E	Y	L	R	H	T	L	A	E	H
A	U	D	I	T	O	R	G	E	N	E	R	A	L	P	I
P	T	R	E	X	E	C	U	T	I	V	E		L	R	G
Z	M	T	Q	P	O	L	I	C	E	U	Y	O	I	R	H
F	E	P	T	U	A	C	J	M	E	T	O	V	B	O	W
I	D	O	N	B	L	R	E	R	U	S	A	E	R	T	A
S	U	P	E	R	I	N	T	E	N	D	E	N	T	A	Y
E	C	A	M	O	C	O	F	M	S	C	H	O	O	L	S
C	A	R	Y	A	O	D	A	I	E	V	Z	R	M	S	E
R	T	K	O	D	U	E	G	N	S	N	A	E	N	I	R
E	I	S	L	S	R	S	M	A	D	H	T	F	O	G	V
T	O	T	P	R	T	F	F	N	M	W	B	G	R	E	I
A	N	A	M	I	N	E	S	O	S	E	C	H	O	L	C
R	O	T	E	T	T	G	G	N	I	K	N	A	B	T	E
Y	F	E	S	Y	R	O	N	R	E	V	O	G	A	U	S
W	E	N	O	I	T	C	E	L	E	R	A	F	L	E	W

1. Attorney General
2. Auditor
3. Banking
4. Bill
5. Court
6. Dams
7. Department
8. Education
9. Election
10. Employment
11. Executive
12. Fish and Game
13. Governor
14. Health
15. Highways
16. Labor
17. Legislator
18. Mines
19. Parks
20. Police
21. Roads
22. Safety
23. Secretary of State
24. Services
25. Superintendent of Schools
26. Treasurer
27. Vote
28. Welfare

Key to Individual Student Activity on page 41:



A	T	T	O	R	N	E	Y	L	R	H	T	L	A	E	H
A	U	D	I	T	O	R	G	E	N	E	R	A	L	P	I
P	T	R	E	X	E	C	U	T	I	V	E		L	R	G
Z	M	T	Q	P	O	L	I	C	E	U	Y	O	I	R	H
F	E	P	T	U	A	C	J	M	E	T	O	V	B	O	W
I	D	O	N	B	L	R	E	R	U	S	A	E	R	T	A
S	U	P	E	R	I	N	T	E	N	D	E	N	T	A	Y
E	C	A	M	O	C	O	F	M	S	C	H	O	O	L	S
C	A	R	Y	A	O	D	A	I	E	V	Z	R	M	S	E
R	T	K	O	D	U	E	G	N	S	N	A	E	N	I	R
E	I	S	L	S	R	S	M	A	D	H	T	F	O	G	V
T	O	T	P	R	T	F	F	N	M	W	B	G	R	E	I
A	N	A	M	I	N	E	S	O	S	E	C	H	O	L	C
R	O	T	E	T	T	G	G	N	I	K	N	A	B	T	E
Y	F	E	S	Y	R	O	N	R	E	V	O	G	A	U	S
W	E	N	O	I	T	C	E	L	E	R	A	F	L	E	W

Unit 4

HOW LOCAL GOVERNMENTS ARE GOVERNED

This unit is designed to be presented in
Social Science and Political Science classes,
Grades 7, 8, or 9

Here are the contents of Unit 4 of the Exploration Curriculum Guide. We suggest a careful reading of it before you read the text.

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INSTRUCTIONAL OBJECTIVES 45

CONTENT 45

  Forms of Local Government
  Functions of the City
  Employment by the City
  Employment in Other Local Governments

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RESOURCES 51
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  Filmstrips
  Films
  Multimedia

INDIVIDUAL STUDENT ACTIVITIES 53-54

Unit 4

HOW LOCAL GOVERNMENTS ARE GOVERNED

CONCEPT

MANY PEOPLE JOIN TOGETHER TO BRING CITY SERVICES TO ITS RESIDENTS

INSTRUCTIONAL OBJECTIVES

1. Ability to identify three major forms of city government.
2. Ability to describe the form of city government of the student's city (or nearby city).
3. Ability to name the major elected and appointed officials of a major city.
4. Ability to list the means by which elected, appointed, and public employees are selected for their jobs.
5. Ability to identify at least ten career jobs relating to city government.
6. Ability to list services offered by a large city government.

CONTENT

Local governments in the United States are largely based upon the organizational setup of the townships and parishes from which our early English settlers came. The sheriffs, justices of the peace, and coroners usually portrayed on television "westerns" were the officials of the early New England towns.

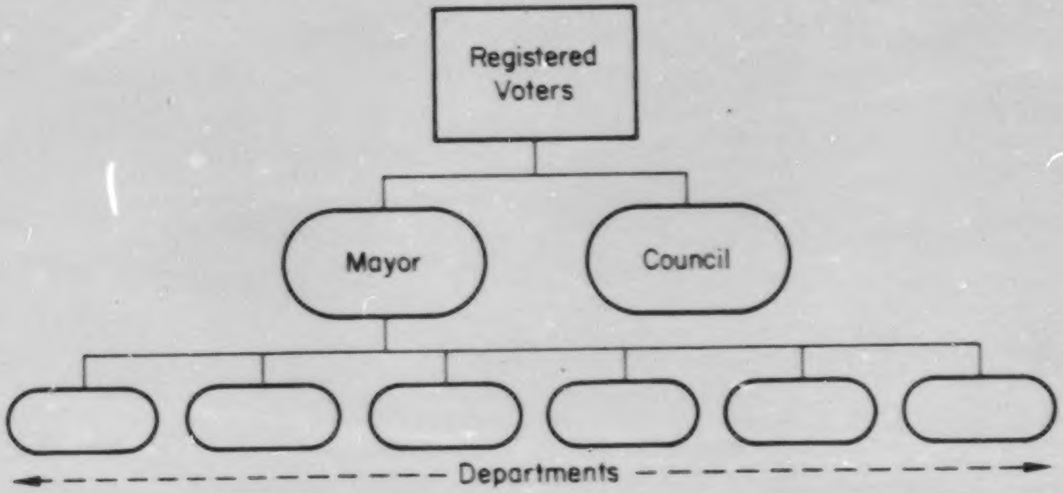
Town meetings were held regularly to decide policies and to correct problems of early communities. Self government at the local level has been (and still is) an important concept of American government. Nevertheless, local governments must look to the state for their powers, since they are chartered by the state government.

Local governments in the main consist of counties, which can be further divided into boroughs, villages, or special districts; with towns, townships, cities, and municipalities. Since seven out of ten residents in the United States live in or near cities at the present time, the major discussion of the unit will therefore deal with cities.

Forms of Local Government.

There are three major forms of local government. Each form has its own particular line of authority, as pointed out in the following charts and descriptions. In all cases you will see that all government positions, are creations of, and answer (if indirectly) to the voters.

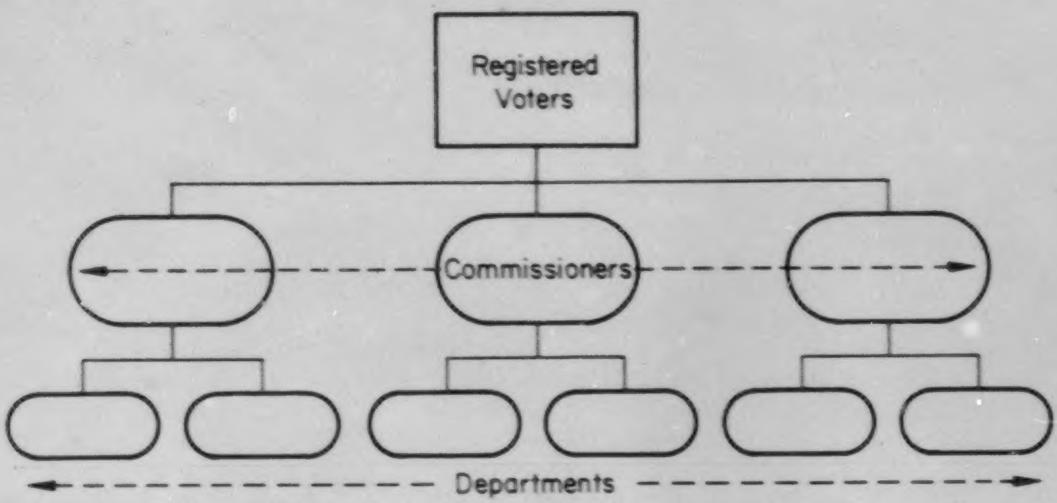
- Strong Mayor Council form of Government:



In this case, the Mayor heads the government and is usually elected to a two or four-year term. An elected city Council works with the Mayor, sometimes holding the same authority, and sometimes working in an advisory capacity to the Mayor. When the Mayor has more authority than the Council, it is called a strong Mayor Council.

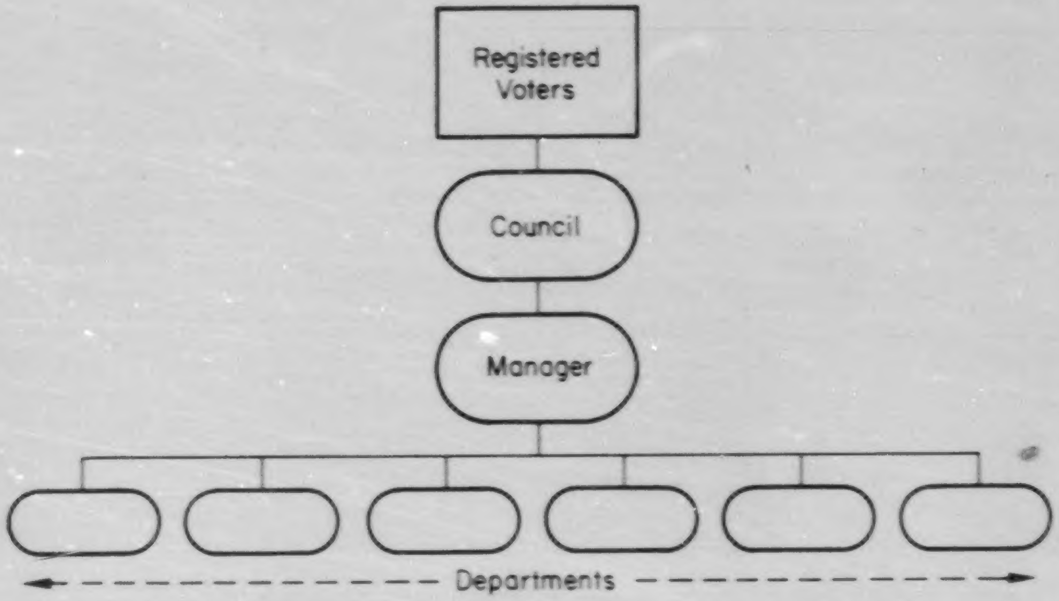
- Commission form of Local Government:

The Commission system consists of an uneven number, such as


Registered Voters
Commissioners
Departments

three, five, or seven elected commissioners having equal power, each assigned to be responsible for one or more departments of city government. One member of the commission is designated mayor for special ceremonies. This system is more common at the county level, and has lost some popularity as a form of city government in recent years.

- Manager Council form of Local Government:


Registered Voters
Council
Manager
Departments

Here, the City Council is elected, and establishes the policies of the city. The city Manager is hired by the Council to be the chief administrator of the city. The Manager has power to appoint and dismiss Department Heads, but is directly responsible to the City Council. One of the Council members is designated as Mayor to preside at Council meetings and to take care of special ceremonies. The Manager is a professional administrator, usually trained specifically for the job of managing a city government.

The elected officials (Mayor, Council, or Commission) are primarily involved in managing the affairs of the city. Each has the obligation as an elected official to be the voice of the people he represents. The City Manager is an appointed position in city government. There are other appointed positions that are sometimes filled by friends of elected officials, although civil service is playing an increasingly important role in staffing city positions.

The increased quality of the worker would seem to be an important outcome of the civil service or merit system of recruitment, and promotion of city government workers. Appointed jobs of city government, therefore, are usually limited to Department Heads directly under a Commissioner or Councilperson.

Functions of the City.

As one looks at the services performed by a city, it is possible to understand the great variety of positions open to people desiring local government employment. Some of these services are:

- Public safety. Police and fire protection are increasingly important as a city grows. People hired in these Departments are usually thoroughly trained to perform effectively in their positions. When you need the help they bring you wouldn't have it any other way.

- Public works. Street maintenance, tunnels, sidewalks, drainage, opening new streets, repairing existing streets; these are all continuous and necessary parts of the city's responsibility. Snow removal is needed in the northern part of the nation. Landscaping and trimming of trees and shrubs along city streets is also important for beauty and safety.

- Public health. Air, water, and food pollution are serious problems in the cities. When people are congested into small areas, contagious diseases can be a major concern. Medical facilities and free clinics with medical and nursing care are supplied by many cities. Air pollution is an increasingly important problem faced by our cities, and one that requires more workers to regulate and enforce pollution standards.

° Public sanitation. Proper disposal of sewage and garbage is critical for any city and for the health of the city's people. The purity of rivers and streams into which city waste may flow is another important responsibility of the city.

° Public transportation. Fuel shortages are just one indicator of the need for cities to provide more efficient means of transporting the people who live and work in the city. An affluent society produces many automobiles which congest city streets, adding to air pollution. Downtown businesses are striving to compete with suburban shopping centers. There needs to be ample parking and a free flow of traffic. The city must concern itself with these problems and bring about solutions.

° Housing, Urban Renewal, and City Planning. Building codes are enforced so that such things as proper sanitation and fire protection can be maintained. Public buildings must be built to provide for the needs of the elderly and handicapped. The city must be concerned with traffic, parking, and parks, so it is impossible to build a structure just anywhere. Rundown sections of the community must be rebuilt so that safety standards are maintained.

° Public recreation. Parks, swimming, bike trails, golf, tennis, music -- the list of recreation opportunities given the public in most large cities goes on and on. Crime and general public dissatisfaction increases as these services decrease.

Employment by the City.

Employment in city government is becoming more popular because of such changes in employment techniques as the merit system and civil service. Many employees are organized into employee associations that promote raises and other benefits, including a degree of job stability for its members.

The types of jobs are varied. Doctors, teachers, managers, and other professional people are employed. Skilled technicians work in medical laboratories and hospitals; they operate sophisticated equipment ranging from giant earth movers to electronic computer systems. Many students work during the summer caring for the parks, or doing work in offices, or on seasonal jobs. Numerous secretaries, bookkeepers, and clerks work in the city offices. Some entry-level jobs require a high-school diploma, while many require technical certificates or professional degrees.

Employment in other Local Governments.

Naming all of the types of workers in local government would be very time consuming. However, there are some you may have heard or read about recently. In county government, for instance, the Clerk, Recorder, Sheriff, Coroner, and Assessor are very important positions. Many counties have Boards of Supervisors. Also, there are special districts, such as water districts within counties (or in some cases crossing over county lines). A school teacher is a worker for another special district, the school district. Many people work for special districts, counties, towns, and cities. If you observe carefully, your relatives and neighbors are probably working in local government.

Counties and smaller city governments provide similar services as those described above for city government. The services vary according to size and the ability to pay, which is based upon the amount of tax coming into the local government's treasury. In many cases a small town will depend upon the county for fire and police protection, sanitation, water, and building codes. A small town cannot usually afford the luxury of a recreation department. The residents are forced to depend upon state, county, or nearby city recreational facilities. There are many towns and cities without services usually provided by a large city and taken for granted by its residents.

Many of the city's elected jobs are filled by people desiring an opportunity to move on to more responsible elected positions. However, most city workers feel a certain pride in being a part of their own local government and performing a satisfying and necessary service for their friends and neighbors.

TEACHER
MANAGEMENT
ACTIVITIES

- Through the use of the local newspaper, have students bring in items dealing with problems or activities dealing with the city operation. In using the articles, determine the person (or persons) who is likely to deal with the problem or activity.

- Have students list the elected officials of their city, town, or county.

- Have students clip news articles illustrating the activities of a city official, such as the Mayor, City Manager, Commissioner, or Councilman. Students should then explain the activity and relate the activity to the role of city government.

- Invite a local government official into the classroom for a discussion of city services and what students can do to be productive citizens. Have a list of discussion topics for the speaker and questions from the students. These topics and questions should be prepared by the students prior to the speaker's appointment time.

- Have students watch for local government workers at their jobs. Have them write down the jobs and what the workers were doing. List all the jobs on the board and indicate:

  The department in which they work, and
  The probable qualifications for the job.

- Using a city map, indicate the downtown area, the city or county offices, fire stations, police stations, hospitals, schools, parks, and other local government facilities.

- Discuss in class the problems students see in their city. Then have each student (or group of students) write a letter to an appropriate city official explaining the problem, and what might be done to correct it.

RESOURCES

BOOKS:

Magruder's American Government, Allyn and Bacon, 1970.

The Urban Setting, Houghton-Mifflin, 1970.

Challenges in Our Changing Urban Society, Laidlaw Brothers, 1970.

State and Local Government, Rand McNally, 1969.

Local Government (Second Ed.), Carman Educational Associates, 1969.

Municipal Politics: Interest Groups and the Government, American Education Publications, 1971.

FILMSTRIPS:

Filmstrip #1, County Government, Part One: Elected Officials, Long Filmslide, (color), 1969.

Filmstrip #1, County Government, Part Two: Appointed Official, Long Filmslide, (color), 1969.

Filmstrip #2, County Government, Part One: Elected Officials, Long Filmslide, (color), 1969.

Filmstrip #2, County Government, Part Two: Appointed Official, Long Filmslide, (color), 1969.

Filmstrip #3, County Government, Part One: Elected Officials, Long Filmslide, (color), 1969.

Filmstrip #3, County Government, Part Two: Appointed Official, Long Filmslide, (color), 1969.

Filmstrip #4, County Government, Part One: Elected Officials, Long Filmslide, (color), 1969.

Filmstrip #4, County Government, Part Two: Appointed Official, Long Filmslide, (color), 1969.

Filmstrip #5, County Government, Part One: Elected Officials, Long Filmslide (color), 1969.

Local Government, Encyclopedia Britannica, (color, purchase), 1969.

Municipal Government, Encyclopedia Britannica, (color, purchase), 1969.

Learning About Our Town Government, Curriculum Materials Corporation, 1969.

Helping Our Town Government, Curriculum Materials Coporation, 1969.

FILMS:

County Government (Revised), Progressive Pictures, (22 min., black and white, purchase), 1969.

Community Governments: How They Function, Coronet Films, (14 min., black and white, purchase), 1970.

Our City Government, Bailey-Film Associates, (10 min., black and white or color, purchase), 1969.

The Year of the Mayors, NBC Educational, (53 min., black and white, purchase), 1970.

A View from City Hall, NBC Educational, (17 min., color, purchase), 1970.

MULTIMEDIA:

Old Cities, New Politics, Olcott Forward, 1970.

INDIVIDUAL STUDENT ACTIVITY

APPLICATION
FOR LOCAL GOVERNMENT
EMPLOYMENT

This is not an authentic application blank, because the purpose of filling in the blanks is to determine your knowledge of local government employment possibilities. You are to fill out three applications: one for an elective position, one for a civil-service high grade position, and one for a civil-service lower grade or entry position.

Directions: Fill in as many blanks as you can. Other than name, address, date, and phone, fill in the blanks based on your knowledge of what the qualifications and background ought to be, not on your own background and qualifications.

Date ________

____
Your Name: Last, First, Middle

Phone ________

____
Address: Street

____
City State Zip

Position applying for: ______________________ Age ________

Expected Salary: $ ____________ Hours per work week: ____________

Highest Grade Completed: 8 9 10 11 12 13 14 15 16 (Circle Highest) State Degree, (If Any) ____________

Indicate school experience (classes) that will assist in performing your duties:

____________ ____________ ____________

____________ ____________ ____________

Indicate previous work experience that will assist in performing your duties:

____________ ____________ ____________

____________ ____________ ____________

Indicate previous political experience that will qualify you for the job you desire; ______________________________

Please list two alternative jobs that have similar qualifications:

____________________ ____________________

INDIVIDUAL STUDENT ACTIVITY

Unscramble the following words that relate to positions or Departments of a city government.

1. FISHERF ______________
2. HHEALT ______________
3. COONERR ______________
4. KLERC ______________
5. SURETRERA ______________
6. YOMAR ______________
7. MISSMOCERION ______________
8. TICY ______________
9. GRAMANE ______________
10. TASFEY ______________
11. TONAERCIER ______________
12. CITRAFF ______________

Answer Key

1. Sheriff
2. Health
3. Coroner
4. Clerk
5. Treasurer
6. Mayor
7. Commissioner
8. City
9. Manager
10. Safety
11. Recreation
12. Traffic

Unit 5

WHAT IT TAKES TO BE A PUBLIC SERVICE WORKER

This unit is designed to be presented in
Social Science classes, Grades 7, 8, or 9

Here are the contents of Unit 5 of the Exploration Curriculum Guide.
We suggest a careful reading of it before you read the text.

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INSTRUCTIONAL OBJECTIVES 57

CONTENT 57

  Giving and Following Directions
  Relationships with Others
  Flexibility Required
  Importance of Appearance
  Specific Requirements for Public-Service Workers
  The Future in Public Service

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  Kit
  Audio Tape Reels

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Unit 5

WHAT IT TAKES TO BE A PUBLIC SERVICE WORKER

CONCEPT

PUBLIC SERVICE WORKERS NEED A COMBINATION OF SKILLS AND KNOWLEDGE TO DO THEIR JOBS

INSTRUCTIONAL OBJECTIVES

1. Ability to describe general qualifications for public-service workers.
2. Ability to identify at least two occupations at each professional, technical, and non-professional level.
3. Ability to compare specific qualifications of public-service workers at the professional, technical, and non-professional levels.
4. Ability to compare own present knowledge and skills with those needed for public-service workers at the professional, technical, and non-professional levels.
5. Ability to identify school subjects that will prepare for an entry-level public service occupation.

CONTENT

Many combinations of skills and knowledge are necessary for public-service work occupations. Depending upon the governmental level and upon the specific job, the combination of skills necessary may vary quite a bit. However, some qualifications, called *general qualifications*, are required of every public-service occupation. In addition, each job will have its own *specific qualifications* that are unique to that job.

Every public-service occupation needs people with some general skills, knowledge, and attitudes. Among these general qualifications are the ability to follow directions, the ability to work with other people, an attitude of willingness to learn, and a neat and clean appearance.

Giving and Following Directions.

Public-service workers must be able to follow directions given to them by their supervisors, and be able to give directions to those other public-service people who work for them. That means that directions must be given that are easily understood by those who are to follow them. Directions will be given in two ways: orally and written.

Because we all talk every day, we think that giving directions by word-of-mouth is a very easy thing to do. All one has to do is just "tell the other person what you want him to do." However, this is not always as easy as it sounds. For example: "Please hand me that book on the table" is a confusing direction to someone when there are two tables in the room with four or five books on each table. In order for a public-service worker to follow an oral directive, the instructions must be clear and specific. The above direction would have been easily understood if the speaker had requested the blue book on the right-hand table with the title, *Basic English for Jr. High School Students.* The person being given the direction would have known immediately what he was looking for (a blue book), the subject matter (Basic English), and the location (right-hand table).

In giving oral directions, we use other things besides words to convey our thoughts. We use loudness, tone of voice, and facial expression, to name but a few. These are not present when we write a sentence. The writer must then use punctuation to take the place of tone of voice or facial expression. A misplaced comma can completely change the meaning of a sentence, thus resulting in an unclear direction being given. For example: a misplaced comma makes the sentence, "In making coffee, cups of hot water are used," to read, "In making coffee cups of hot water, are used".

While a public-service worker must be able to give written and oral directions, the worker must also have a willingness to follow both written and oral directions. If he does not understand the directions being given, the worker must be willing to ask questions until the directions are understood. In this way, he will be able to follow the directions more easily and efficiently.

Relationship with Others.

Public-service workers come into contact with all kinds of people in all states of mind. The worker may have to answer questions from an angry taxpayer, or deal with people in need of help because they have lost their jobs, or provide information to the U. S. Congress, or to a County Board of Supervisors.

Being a public-service worker means getting along with people and maintaining constantly the attitude that the worker is there to serve the public. That means that he must be kind, considerate, helpful, and honest, both with the public and with his fellow workers.

Flexibility Required.

Government work is constantly changing. Change is often caused by new laws being written, or new and better ways being discovered for doing things. The public-service worker is constantly faced with new programs, changes in procedures, and different people with whom to work. He must be willing to learn, to ask questions, and to change direction. Yesterday's way of doing things may not meet the needs of today, so the government worker must be willing to change, grow, and learn in order to meet the challenges of today's world.

Importance of Appearance.

Government employees must constantly keep in mind that they represent the government to the public-at-large. It is very important, therefore, that they are always neat and clean in appearance.

In the last few years, clothing worn in offices and other places has become much more casual. Where once men wore highly starched shirts and dull colored business suits, they now wear permanent press shirts that do not require starch, and brightly colored sport jackets and slacks. Women who used to wear dresses and high heels now wear pantsuits and comfortable low-heeled shoes.

Even though clothing styles change, the need for a well-groomed appearance remains the same. Clothing should be clean and pressed, and should fit well and be comfortable.

Cleanliness of the body and hair is essential. Care should be taken that finger-nails are clean and neatly trimmed, and that the hair is combed. A well-groomed worker will be a credit to the agency for which the person works.

Specified Requirements for Public-Service Workers.

Generally, public-service occupations are classified according to the level of skill needed for a specific job. Occupations are classified as requiring professional skills and knowledge, technical skills and knowledge, or non-professional skills and knowledge.

Examples of occupations requiring professional skills include doctors, social workers, engineers, accountants, economists, chemists, foresters, and wildlife biologists. Public-service workers in the professions will ordinarily have completed a four-year college course, and may well have completed two or three years of graduate work.

Occupations requiring technical skills and knowledge will include such occupations as computer specialists, biological aides, pest control workers, air traffic control specialists, fire control technicians, dental assistants, and inhalation technicians. These technical workers will have usually completed a two-year community college course with specializations in the field of their interests. Many of these jobs may serve as a springboard to higher level responsibilities in management, general administration, and the sciences.

At the federal level, most technical positions are filled through two major community-college career-preparation programs. The junior federal assistant position is for liberal-arts graduates; the technical assistant is for graduates in the technical field (i.e. park technicians, etc.). A broad range of occupational activities is included in these programs.

Occupations of a non-professional nature usually require just a high-school diploma for an entry-level job. Sometimes they will require some post-high school training. Non-professional occupations include most clerical occupations, and such trades as welding, plumbing, and auto mechanics. They also include such fields as correctional officers, garbage collectors, community workers, and other paraprofessionals. Many of these occupations provide workers with an opportunity to gain valuable practical experience while they are in college preparing for technical or professional occupations.

Most governmental agencies encourage their public-service workers to prepare themselves for advancement by taking "on-the-job" training classes or college courses. Quite often, the agency will allow the worker time away from the job to take the class, and will even pay tuition and buy books for the worker. In some instances, therefore, it is possible for a person to enter government service right out of high school and, by hard-work and study, advance to an occupation requiring professional knowledge and skills.

The Future in Public Service.

Public-service workers during the 1970's and 1980's will be trying to solve problems arising from environmental crises, designing new transportation systems, exploring the ocean for new sources of food, and tackling complex problems of urban America. Others will forecast weather, protect our forests and parks, handle relations between people, care for the sick and elderly, and teach the young.

Whatever their combination of skills and knowledge, public-service workers will have far-reaching impact on the health, welfare, economy, and security of the nation and their communities.

TEACHER MANAGEMENT ACTIVITIES

- Have class, as a group, develop a checklist evaluation form which will be used by class for evaluating directions that are given to them.
- Have class members give 5-minute speeches on topics of their own choosing or assigned by you. Class should give an informal critique using the above evaluation.
- Invite a beautician and a barber to speak on proper care of skin, hair, and nails.
- Divide class into groups of three. Each group should take a public-service occupational field, and compare the different qualifications required for different job classifications. Discuss their findings with the class. Each group could make a chart of their findings.

Example of occupational field: Medical Arts:

	Required Education	Required Experience	Specialized Skills
Professional Nurse			
Tech. License Vocational Nurse			
Non-Professional Nurse Aide			

- Divide class into groups of two or three, and role-play various situations in which public-service workers may find themselves. For example:

  Supervisor telling an employee his work habits are poor;

  Two co-workers discussing a new project. One is very pleased with the project and one is very negative;

  An interview in a tax-collection agency telling a taxpayer he is late paying his tax bill of $1,000, and will have to pay a 6% fine as a result.

Have class discuss the interpersonal relationships that developed during the situations.

- Have class discuss their experiences in finding out about people they did not like, and if and why their opinion changed about the persons as a result of getting to know about them.

RESOURCES

BOOKS:

Working For The U.S.A., Pamphlet #4, BRE-37, U.S. Civil Service Commission, 1972.

Dictionary of Occupational Titles, Volumes I and II, U. S. Government Printing Office.

Your First Job -- A Key To Your Future, BRE-10, U. S. Civil Service Commission, 1972.

How To Prepare Talks And Oral Reports, Simon and Schuster, 1969.

Enjoying English 7, L. W. Singer, 1969.

Enjoying English 8, L. W. Singer, 1969.

How You Look And Dress, McGraw-Hill, 1969.

Put Your Best Look Forward, Doubleday, 1969.

FILMSTRIPS:

Executive Departments and Agencies, Encyclopedia Britannica, (color, purchase), 1969.

State Government, Encyclopedia Britannica, (color, purchase), 1969.

Municipal Government, Encyclopedia Britannica, (color, purchase), 1969.

Local Government, Encyclopedia Britannica, (color, purchase), 1969.

Supervisor And The Individual, International Film, (color, purchase), 1969.

FILMS:

Act of Honor, Serina Press (color, loan) 1970.

TRANSPARENCIES:

Government Serves The Citizen Around The Clock, Visual Materials, 1968.

Your Emotions Affect The Emotions Of Others, Creative Visuals, 1969.

KIT:

National Forum Developmental Guidance Series - Being Teen-Agers, American Guidance Service, 1969.

AUDIO TAPE REELS:

Recruiting For Jobs In Public Administrations, General Electronics Lab, 1969.

INDIVIDUAL STUDENT ACTIVITY

Get an announcement of a public-service job opening requiring just a high-school diploma. From the description of the job, pick out 3 or 4 activities, and determine the qualifications needed to do those activities. Decide what high-school subjects will give the help you need to meet the qualifications.

JOB ACTIVITY	QUALIFICATIONS NEEDED	SCHOOL SUBJECTS

INDIVIDUAL STUDENT ACTIVITY

Get three announcements of public-service job openings, one each at the professional, the technical, and the non-professional level. Find out the following information.

1. Job title ______________________________

2. Description of the job: ______________________________

   ____

   ____

3. Qualifications needed for each job:

   Educational ______________________________

   Special skills ______________________________

   Special licenses or certificates ______________________________

   ____

   General qualifications ______________________________

   ____

4. Are any weights given to any special areas of the applicant's skills? ___

   If yes, how much? ______________________________

5. Are any weights given to any parts of the examination? ______________

   If yes, what and how much? ______________________________

   ____

6. Compare the qualifications for these jobs with your own knowledge and skills:

   ____

   ____

7. What subjects are you studying in school that would prepare you for these jobs?

   ____

INDIVIDUAL STUDENT ACTIVITIES

Collect newspaper or magazine pictures of people in various activities. Have other classmates discuss the clothing and grooming of the people by answering the following questions:

1. What kind of an impression does the appearance of the person make?

   ____

   ____

   ____

   ____

2. Is the clothing of the person appropriate to the activity the person is doing?

   ____

   ____

   ____

   ____

3. Would you want this person, dressed and groomed in this manner, to represent your school at a meeting with the Governor of the State?

   ____

   ____

   ____

   ____

INDIVIDUAL STUDENT ACTIVITY

Choose two people in the school whom you know and like pretty well. Describe what it is you like about each person. Describe things you don't like about them and why. Do not use the names of people you interview in this activity.

____

____

____

____

____

____

____

____

____

____

Choose two people in school that you don't like very well. Interview them and try to find out such information about them as follows:

- What do they do with their free time when they are not in school?
- What do they like about the person they most admire?
- What kinds of books and movies or television shows do they like?
- What kind of work do they think they would like to do when they are out of school and why?

Write a one-page description of each of the four people. As a result of writing and thinking about the four classmates, has your opinion of them changed in any way?

INDIVIDUAL STUDENT ACTIVITIES

Prepare a five-minute speech giving directions on one of the following topics:

- How to paint a fence,
- How to raise a vegetable garden,
- How to get from your school to the downtown area of your city or town,
- How to draw an abstract design,
- Any other topic assigned by your teacher.

Give this speech to your class. Do not use your hands in any way when giving your speech.

Unit 6

HOW PUBLIC SERVICE WORKERS ARE CHOSEN

This unit is designed to be presented in
Social Science classes, Grades 7, 8, or 9

Here are the contents of Unit 6 of the Exploration Curriculum Guide. We suggest a careful reading of it before you read the text.

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Unit 6

HOW PUBLIC SERVICE WORKERS ARE CHOSEN

CONCEPT

ANY PERSON MEETING THE QUALIFICATIONS FOR A PUBLIC SERVICE JOB HAS THE OPPORTUNITY TO BE CHOSEN

INSTRUCTIONAL OBJECTIVES

1. Ability to identify at least three governmental levels which employ public-service workers.
2. Ability to describe the steps followed to become a public-service worker.
3. Ability to list at least three places from which more information can be obtained about public-service work openings.
4. Ability to state the reason why any qualified person can be a public-service worker.

CONTENT

Government is the largest employer in the United States. In 1972, federal, state, and local government employed one out of every seven working persons in the country. Almost all of these workers come under civil-service merit systems. Under the merit system, persons are chosen to become public-service workers because they have the ability to do the job. This ability is demonstrated through competition with other persons.

Background.

It was not always this way. There was a time, in the history of the United States, when government jobs were given to people as a reward for supporting party candidates, or for making big money contributions to the winning party in an election. This practice of regarding public offices as plunder to be distributed to members of the victorious political party is known as the *spoils system*. This statement comes from a phrase by

William Learned Marcy, when he spoke of the corruption of the Andrew Jackson administration in which government employees who had not voted for Jackson were fired, to be replaced by those persons who had. The phrase Mr. Marcy used in describing this practice was, "To the victor belong the spoils of the enemy." The American public soon realized, however, that there was a need for public-service employees who were chosen because they were the best qualified persons to do the job, and not because they were members of the party then in office. As a result, the civil service merit system came into being.

The Civil Service System.

In the civil service system, all persons who meet the qualifications for a job are given consideration for appointment to that job without regard to race, color, creed, or national origin, but they must be able to pass written and/or oral tests which have been designed to test their knowledge about the job they want.

Different jobs require different types of tests to be given. Some jobs will require both a written test and an oral test. Other jobs will require only a written test which will examine the person's ability to learn how to do the job. Some public-service workers will be chosen by an oral test only. In an oral test they will be asked to describe the experience or training they have which they think qualifies them for the job for which they are applying.

Job openings in public-service occupations are announced in bulletins that are made available to any interested person. The bulletin will describe what the job is, what experience and education the applicant should have, whether a written test will be given, and how one applies for the job.

The U. S. Civil Service Commission announces and conducts examinations for public-service occupations for the federal government. The Federal Job Information Center will answer all questions about federal employment opportunities. The location of the local or nearest center is listed in your telephone book.

G.S. Grade Levels.

Professional and other "white collar" jobs with the federal government are classified under an 18-grade General Schedule (G.S.) system. Following is a chart showing what some of the qualifications are for each grade at the entry level. Salaries listed were current at time of publication. However, they are increased by Congressional action from time to time, roughly as the cost-of-living increases.

G.S. GRADE LEVELS (TYPICAL)

Grade	Qualifications
° GS-5 ($ 8500-11,047)	° College graduation, or ° 3 years of experience, including one year at the GS-4 level.
° GS-7 ($10,520-13,679)	° College graduation plus one year of graduate study, or College graduation with a superior academic record, or College graduation, plus one year experience at GS-5 level.
° GS-9 ($12,841-16,693)	° College graduation plus two years graduate study, or ° Meet the GS-7 requirements plus one year experience at GS-7 level.
° GS-11 ($15,481-20,125)	° College graduation plus 3 years graduate study, or ° The Doctor of Philosophy Degree, or an equivalent degree, or ° Meet the GS-9 requirements plus one year experience at the GS-9 level.
° GS-12 ($18,463-23,998)	° Meet the GS-11 requirements with one year experience at the GS-11 level.

Technical, skilled, and unskilled public service jobs have a similar grade classification system, and have qualifications appropriate to that grade. Many state and local civil service systems also have a grade system for work classification.

Information About Available Openings for Jobs.

State civil service or merit system boards announce and conduct examinations for public-service jobs at the state level. The state personnel boards will answer all questions about employment opportunities in the various states.

County civil service boards announce and conduct examinations for jobs in counties. The county personnel boards will usually answer questions about public-service jobs in other counties, especially if the job is a hard one to fill because the number of applicants is few, or the job requires very specialized skills.

Most cities and towns are also beginning to have civil service systems for public-service jobs. Usually the notice of a job vacancy will be posted at the city hall at the personnel office.

In addition to the Federal Job Information Center and state and local personnel boards, other places will have information about current openings for public-service jobs. These include the state employment office, the public library, and the school placement office.

Examinations for Job Openings.

In order to take the examination for a particular public-service job, a person must file an application. The application form will have space for information about the person's education, work experience, and other personal information, such as birth date and social-security number. The application must be filed by a certain closing date in order to be considered. Usually the closing date for filing is stated on the job announcement bulletin. There are usually always job openings, and an interested person may apply at any time.

If the civil service commission or board feels that the qualifications listed on the application meet the qualifications needed for the job, the applicant will be sent a notice to report at a special place and time to take the tests required for the job.

In order to be eligible for a public-service job, a person must pass the tests with a stated minimum score. Special credit may be given for military service, or service-connected disability. After the final grade of each person has been determined, the names of the applicants who passed the tests are placed on an eligibility list or register in grade order. The person with the highest grade will be first on the list, and the person with the lowest passing grade will be last on the list.

Appointments to Jobs.

Job offers are made from the list in the order the names appear on it. A person's chances of getting a public-service job depend upon his place on the list, and how fast various agencies fill jobs from the list. When a job is to be filled, the agency is given the names of the remaining three people who are highest on the list at that time. The person making the appointment will make a choice from among those three persons. The other two are put back on the list for future openings.

In addition to the ability to do the work, a public-service worker usually has to meet other requirements, such as age, citizenship, physical condition, and residency requirements.

Some federal public-service workers will be assigned to jobs that involve safeguarding the nation. In this case, these public-service workers must be separately and carefully investigated to find out whether they are trustworthy, of good character, and loyal to the United States.

Benefits of Public-Service Jobs.

The salaries for public-service workers are usually about the same as for workers in private industry doing the same kind of work. Each job has a specified salary range. A new worker will usually begin work at the first salary level relevant to the job category. If the person performs the work in a competent manner, pay increases are made within the salary range until the top of the range is reached.

Public-service employees usually work a five-day week, Monday through Friday, from 8 in the morning until 5 at night. These hours may be modified for certain causes, such as staggering between different offices to even out traffic flows in and out. When they work more than the basic 40 hours, they may receive overtime pay, or be given time-off to compensate for the overtime.

Public-service workers are granted both vacation time and sick-leave time. The amount of time each worker is granted will depend upon the length of time that person has worked for the government. For example, someone who has worked for the government for only a year may be granted ten days vacation, while when he has been a public-service worker for twenty years, he may be granted fifteen days vacation per year.

There are many opportunities for advancement in the civil service system. All a worker has to do is prepare himself for advancement and take the promotional tests when they are announced. The procedure for selecting persons for promotion is the same as the procedure for selecting new workers. The job vacancy is announced, workers file applications, tests (both written and oral) are given, and the final promotion is made from the three persons highest on the eligibility list.

After many years of service as a government employee, a public-service worker may retire on a generous pension. This pension is usually 1/2 to 3/4 of what the base pay was for full-time work. So, if an employee earned $1000 per month, that person may be eligible for $500 to $750 per month pension, depending upon the length of service as a government employee.

Public-service workers have meaningful and important work to do for their fellow citizens. The civil service merit systems insure that all qualified persons have equal opportunities to be chosen for government service. It also insures that public-service jobs will be filled by persons who know how to do their work.

TEACHER
MANAGEMENT
ACTIVITIES

- Arrange field trip to a local civil service job information center - federal, state, county, or city.
- Assign class to go through the classified ad section of the newspaper and clip all announcement for civil service jobs.
- Arrange for a representative from one of the personnel boards to speak to the class about selection procedures for that board.
- Arrange the class into small groups; i.e., federal, state, county, city. Have each group research and discuss the selection procedures for their government level.
- Get copies of civil service sample examination books (such as those published by ARCO Publishing Company) and have class take a couple of tests.
- Divide the class into groups of four. Each group should choose a public-service job (such as Law Enforcement) and compare the different qualifications required by each level of government. Discuss their findings with the class. Each group could make a chart to display its findings.

Example:

Occupational Area: Law Enforcement

	Salary Range	Required Education	Required Experience	Special Skills
Federal F.B.I. Agent				
State Highway Patrol Person				
County Sheriff Deputy				
City Policeperson				

RESOURCES

BOOKS

Spoilsmen and Reformers, Rand McNally, 1969.

Working for the U.S.A., Pamphlet #4, BRE-37, U. S. Civil Service Commission, 1972.

Dictionary of Occupational Titles, Volumes I and II, U. S. Government Printing Office.

Your First Job--A Key to Your Future, BRE-10, U. S. Civil Service Commission, 1972.

Go Government, BRE-10, U. S. Civil Service Commission.

FILMSTRIPS:

Careers in Government Services, Vocational Education, (color, purchase), 1970.

New Career Opportunities, Progressive Pictures, (color, purchase) 1969.

Public Administration and Civil Service, McGraw-Hill, (black and white, purchase), 1969.

Civil Service Jobs, Popular Science, (color, purchase), 1969.

FILMS:

Your Job: Applying for It, Coronet Films, 1969.

Your Job: Fitting In, Coronet Films, (16 mm., purchase), 1969.

Act of Honor, Serina Press, (28 min., color, loan), 1970.

Labor of Love, Serina Press, (22 min., black and white, loan), 1970.

TRANSPARENCIES:

Civil Service Reform Movements Arise in the 1870's, Creative Visuals, 1968.

President Arthur Helps Further Civil Service Reforms, Creative Visuals, 1968.

INDIVIDUAL STUDENT ACTIVITY

Get an announcement of a public-service job opening. Find out the information below.

1. Level of government:

☐ Federal ☐ County

☐ State ☐ City or town

2. Occupation: ______________________________

3. Filing date: ______________________________

4. What is the description of the job: ______________________________

____

____

____

____

5. What qualifications are needed:

a. Educational ______________________________

b. Special skills ______________________________

____

c. Special licenses or certificates ______________________________

____

6. How do you apply: ______________________________

____

7. What kind of tests are given? ______________________________

____

INDIVIDUAL STUDENT ACTIVITY

Get an announcement of a public-service worker job opening and an application form.

1. Fill out the application form as though you were applying for the job today.
2. List the areas where your present qualifications meet the qualifications requested:
3. List the areas where your present qualifications do not meet the qualifications requested:
4. What are some of the things you would need to do to get the qualifications you are lacking for this job?

INDIVIDUAL STUDENT ACTIVITY

Talk with someone you know who is a public-service worker. Find out the information below.

1. Occupation ______________________________

2. For what level of government does this person work?

   ☐ Federal ☐ County

   ☐ State ☐ City or town

3. How did that person get chosen for the job?

   ____

   ____

4. What were the qualifications for the job?

   a. Education ______________________________

   b. Age ______________________________

   c. Experience ______________________________

   ____

   d. Physical condition ______________________________

   e. Any special skills ______________________________

   ____

5. Has the person been promoted since becoming a public-service worker? ____

   If yes, what did the person have to do to be promoted? ______________

   ____

6. What is the person's present pay grade (for example GS-5)? ____________

Unit 7

FINANCING GOVERNMENT SERVICES

This unit is designed to be presented in Social Science and Mathematics classes, Grades 7, 8, or 9

Here are the contents of Unit 7 of the Exploration Curriculum Guide.
We suggest a careful reading of it before you read the text.

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Unit 7

FINANCING GOVERNMENT SERVICES

CONCEPT

SERVICES PROVIDED BY GOVERNMENT ARE FINANCED PRIMARILY BY THE PAYMENT OF TAXES

INSTRUCTIONAL OBJECTIVES

1. Ability to identify the services provided by local, state, and federal government.
2. Ability to see the necessity for the payment of taxes.
3. Ability to describe the duties of workers involved in the collection and management of taxes.
4. Ability to see the necessity for planning for careers in high school.
5. Ability to relate the cost of education to future earnings.
6. Ability to understand that all careers benefit society.

CONTENT

People are often surprised when they think of the many services government provides. These services affect many parts of our daily life. The air we breathe is affected by government agencies which enforce air pollution laws. The water we drink is safe because of public servants who make sure of its purity.

Although there are many things individuals can do for themselves, there are many things that can be done more efficiently and economically if they are provided by the government. Although each person might be able to put out a fire at his home, it is certainly more efficient to have a fire department.

City Governmental Services.

City governments provide many services for the people in the city. Water treatment plants make sure that we will have a fresh supply of pure drinking water. We depend on city workers to pick up trash regularly and to keep our streets clean so that our environment will be healthy and attractive. When we buy food at the grocery store, we are taking the word of public-service workers who have said that it was manufactured, packaged, marketed, and sold under sanitary conditions.

When trouble strikes, we depend on the fire and police departments to come to our rescue. Many city governments provide health services that their residents can depend on.

Although parents could educate their own children, it has been more practical to establish school systems that hire experts to teach what society feels should be taught. Cities also provide recreation facilities, libraries, art galleries, and museums.

City building and zoning codes assure all citizens that the buildings and homes they occupy are safe. Streets, provided by cities, are necessities in modern American life. There are many other services that the city provides for the safety and well-being of its residents.

County Governmental Services.

Of course, not everyone lives in a city. Many people, particularly those in rural areas, depend on the county for needed services. Counties, too, provide police, fire, health, and recreational services. Many children today are educated in schools operated by the county. Counties play a large role in conducting fair elections and maintaining a fair court system. Many important records, such as births, marriages, and deaths, are kept in county offices. We depend on counties to repair roads, bridges, and overpasses in our outlying areas.

State Governmental Services.

State governments can render many kinds of services that local and county governments cannot provide. Experts who work for the state can give advice to local government agencies. Local agencies depend on state financial assistance, particularly in education.

State agencies regulate private industries to protect the health and welfare of all its citizens. Food and meat are inspected, professionals must be licensed, and state hospitals for the physically ill, mentally ill, and retarded, must be maintained.

Most of the cost of welfare is borne by the state. Mothers with dependent children, the blind, and the disabled; they are all eligible for state aid. Many states operate special schools or homes such as resident schools for the blind and the deaf.

The state provides leadership and direction to local school districts by providing experts who can help local districts solve their problems. Most states have college systems that will enable the young people of that state to receive college educations.

The citizens of a state depend on their state to build highways between cities, maintain a state police force, and to set safety rules and regulations for drivers in that state.

Since water and air pollution do not stop at city borders, problems like these are often state problems. State environmental agencies provide assistance to local districts in protecting and preserving the environment.

The people of a state depend on the state to look after their interests. State workers must check banks and savings and loans institutions to make sure the money placed there is secure. State legislators must pass laws to protect the consumer rights of everyone in that state. Places of historic importance and scenic beauty must be preserved so that everyone can enjoy them. The fish and wildlife of a state must be protected by the State Fish and Game Commission.

People who have broken the law must be tried in honest courts of law, and placed in correctional institutions where they can be rehabilitated. Juvenile offenders and orphans must be provided for, and ex-prisoners, addicts, and former mental patients must have help in readjusting to society. The state plays a major role in providing services that people need.

Federal Governmental Services.

There are some services that only the federal government can provide. Ships that enter American waters, the air lanes that cross our country, and the immigration and naturalization of citizens must all be handled by the federal government. The federal government operates a postal system so that all postal rates will be uniform. An army, navy, and air force must be maintained to defend our country. Trade between foreign governments and American citizens must be regulated. The federal government gives assistance and advice to state agencies in education, resource management, health, and social welfare. Americans depend on federal law enforcement agencies to combat crime that crosses state lines. Urban renewal; school lunch programs; and social security programs for the aged, disabled, and survivors of workers; these, too, are all federal programs.

Federal agencies and commissions must protect the well-being of all citizens by preventing monopolies, setting fair rates, and promoting our nation's commerce and industry. The residents of the United States must be protected from dangerous diseases that could spread throughout the nation. The welfare, working conditions, and safety of our work force must be up to proper standards, and those without jobs must be provided for until they are able to reenter the working world. Weights and standards must be uniform throughout the nation, and standards for using airwaves must be set. Americans would be in a difficult position if the federal government did not provide these services for us.

Financing City Governmental Services.

Federal, state, and local governments spend billions of dollars each year in providing these services. How do these governments pay for these services? Each American, by paying his share of taxes, makes these services possible. Each unit of government - state, local, or federal - must collect taxes to pay for its services. Without taxes, governments would be unable to provide the services they render.

The major source of revenue in most cities is the Real Property Tax. The amount of property tax that a citizen pays is directly related to the value of the real property he owns. Each taxpayer receives a property tax bill annually. Many cities also raise money by assessing a sales tax on certain items that are sold.

Public utilities may pay franchise taxes for the privilege of doing business in the community. Engineering fees may be charged for processing a subdivision map, permit fees may be collected for construction, and there may be filing fees for processing requests for a change in zoning laws. Court fines for law violations are another source of revenue.

Most cities receive a considerable amount of revenue from service charges. Residents may be charged for trash collection, special recreational programs, fingerprinting, use of facilities, copies of city records or maps, and similar services. Service charges are usually assessed when a part of the population receives some benefit from a service, while others receive no benefit at all. Special assessments may be levied in certain areas to pay costs of improvements, such as putting in sewers, lights, and water lines. Revenue collected by the state, such as motor vehicle, gas, liquor, and trailer fees, may be returned in part to cities, counties, or school districts.

In addition to being the city's main source of revenue, the property tax is the principal source of the revenue of county governments and school districts as well.

Financing State Governmental Services.

The state, too, must collect monies for its services. Many states have state income taxes, which relate to the amount of money a citizen makes yearly. States may have *real property taxes*, which are levied against houses and buildings, or *personal property taxes*, which are levied against furniture, cars, etc.

States may also assess sales taxes, gas taxes, and license fees. Businesses and corporations may pay franchise taxes which allow them to operate in that state.

States may have an inheritance tax, which is levied against the amount of money a person inherits.

States receive financial assistance from the federal government called *grants-in-aid*. The federal government pays money to the states if it will be spent in a certain way, and if the states or cities will pay a small portion of the costs themselves. In recent years, the federal government has returned part of the money it has collected to the states without telling them how to spend it. This is called *revenue sharing*.

Financing Federal Governmental Services.

The federal government raises revenue by levying income taxes annually. Considerable income is also raised by taxing corporations, imported goods, estates, and gifts.

Citizens who buy certain items, such as cigarettes and liquor must pay an excise tax on them. There are other taxes that the federal government assesses as well as those listed here.

The federal government collects more than $150 billion in taxes every year. This money must be collected in an efficient manner.

Collection of Taxes.

The Internal Revenue Service of the Department of the Treasury, which is responsible for the collection of Federal taxes, has more than 13,000 employees who do professional accounting work. Internal Revenue agents make investigations to make sure everyone is paying his fair share of the nation's taxes. They examine and audit books to determine if the correct amounts of taxes have been paid. Special agents investigate cases where an attempt has been made to defraud the government. Tax auditors contact taxpayers when a further explanation of a tax payment is necessary. Collection Revenue Officers collect delinquent taxes and seize property when essential.

The Internal Revenue Service and the Department of Justice employ hundreds of lawyers who interpret tax law, prepare cases, and try defendants who have violated the law in court. Estate tax attorneys examine estate and gift income tax returns to determine the value of the estates or gifts and the amount of taxes that are due.

Some Internal Revenue agents investigate other agents. They are called Internal Revenue Inspectors. By keeping a careful watch over all employees, the IRS seeks to eliminate extortion, fraud, bribery, embezzlement, and theft.

The states also hire many tax specialists. They examine income tax returns, ask for changed assessments if desirable, and make refunds when proper.

Auditors also work for the State Revenue Agencies. They make audits of individuals, business organizations, or state agencies to make sure the taxes paid are correct.

Tax specialists are college graduates who have usually majored in accounting, business administration, and law. However college graduates who have majored in political science, public administration, education, and liberal arts can also become Internal Revenue Agents.

Tax auditors require graduation from college with specialization in accounting. All estate attorneys and legal counsels must have graduated from law school and must be members of the Bar Association.

Alcohol and Tobacco Tax Inspectors in the Internal Revenue Service inspect distilleries, breweries, wineries, cigar and cigarette manufacturing plants, wholesale liquor dealers, manufacturers of foods or medicines, and laboratories doing scientific research. These inspectors analyze records and accounts to make sure that proper taxes have been paid, and that the taxpayers have complied with Federal laws and regulations.

Persons who have two years of college work can become accounting technicians, tax examiners, or revenue representatives. Those who have taken business, economics, accounting, and related subjects during their two years of college study can qualify as Internal Revenue Aides.

The IRS also employs computer programmer trainees with associate-of-arts degrees. However, four years of computer science and data processing are desirable as supplemental education.

Accounting for Governmental Expenditures.

Since the federal government spends billions of dollars, it is necessary to guard against waste and inefficiency. The General Accounting Office is the agency which conducts audits of government corporations and agencies, and of private corporations which have contracts with the government. College graduates who have majored in business or related fields are employed by the General Accounting Office to examine financial dealings, so make sure that everyone has obeyed the law. These employees determine whether the government's money is being spent effectively, and disclose wasteful and unbusinesslike practices.

We depend on public-service employees to collect our nation's revenue, and to see that it is spent in a wise and efficient manner.

TEACHER MANAGEMENT ACTIVITIES

- Obtain a property tax bill and discuss how the money collected will be spent.
- Discuss the high school courses that are necessary if one wants to enter the taxation field.
- Ask students to make a list of all workers whose contributions affect their lives between the time they get up and the time they arrive at school.
- Ask students to state which of the above workers are most important, and point out finally that all workers are equally important.
- Ask students to tell what the results of a strike by each group of named workers would be.
- Arrange for Internal Revenue Agents to visit the class.
- Compare and contrast the duties and qualifications of workers for the Internal Revenue Service.
- Divide students into small groups and initiate discussions on the students' own qualifications for a career in taxation.
- Compare the different ways students spent their money on city services.
- Obtain a course selection guide from nearby schools and discuss the courses that are related to taxation careers.

RESOURCES

BOOKS:

The Federal Tax System, Tax Foundation, 1968.

Taxes and Government Spending, Behavior Research Laboratory, 1969.

Teaching Taxes Program, U.S. Internal Revenue Service, 1972.

The Internal Revenue Aide, U. S. Internal Revenue Service, 1969.

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How It Functions, (Series 4), Society for Visual Education, (color, purchase), 1969.

Business and Government, McGraw-Hill, (black and white, purchase), 1969.

Federal Finance, McGraw-Hill, (black and white, purchase), 1969.

Why We Pay Taxes, McGraw-Hill, (color, purchase), 1969.

Careers in Government Services, Vocational Education, (color, sound, purchase), 1970.

FILMS:

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Mission for Millions, Serina Press, (color, sound, loan), 1970.

Taxes: Their Source and Usage, Progressive Pictures, (11 min., black and white, purchase), 1969.

The New Girl, B'nai Brith, (31 min., black and white, free), 1969.

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Financing Government Services, Visual Materials, 1968.

Government Serves the Citizen Around the Clock, Visual Materials, 1968.

Federal Government Spending, Tweedy Transparencies, 1969.

Fiscal Budget - Income and Expenses, Creative Visuals, 1968.

Federal Government Taxation, Tweedy Transparencies, 1969.

CHART:

Taxation - United States Income and Expenses, A. J. Nystrom, 1970.

AUDIO TAPE REEL:

Graubard, Seymour: Problems of Municipal Government, EMC Corporation, 1969.

Government Contracted Businesses, General Electronics Laboratory, 1969.

Your Future in the Internal Revenue Service, Harcourt Brace Jovanovich, 1969.

What You Should Know About Accounting As A Career, National Center for Audio Tapes, 1968.

Interview Accountant, Imperial International Learning, 1969.

INDIVIDUAL STUDENT ACTIVITY

There are many services which must be provided from taxes. If you had a tax dollar to spend, how would you spend it? For the city services listed below, tell how many cents of your dollar you would spend on that service. You must use the two figures that are already listed.

Police and courts	$
Public housing	
Recreation and culture	
College	
Transportation	
Fire protection	
Environment	
Health	
Education	
Social services	
Finances	.01
Paying debts	.08
	$ 1.00

INDIVIDUAL STUDENT ACTIVITY

Are the people of Whispering Pines doing some things illegally? Put a line under each thing Whispering Pines cannot legally do.

Whispering Pines is a new town in the United States. The residents of this city are people who are tired of the way other towns have been run, so they decided life in Whispering Pines would be different.

They decided that half of the town's police force would be female. Cars could not be driven over 20 miles an hour. Stop lights would be placed every three blocks. All streets would be one-way streets. The trash would be collected twice a week and every street had to have five trees.

The Town Council decided that the town's stamps would be purple, pink, and gold. Everyone thought blue would be a nice color for the town's new fire trucks.

As half of the young men were out of work, the town decided to hire some of them to work in recreation centers. Others were hired to keep the environment clean. Since one hundred young men still could not find jobs, Whispering Pines put them in the Whispering Pines Army, which would be ready to fight overseas in a moment's notice.

Whispering Pines had one big problem. The town's treasury had no money. Mr. Johnson, the Town Treasurer, was sent to the Country of Grenoble to borrow some money. When he returned, he told the council that he had signed a treaty with Grenoble and their money would arrive soon. However, the town would have to buy 1,000 pairs of shoes made in Grenoble.

When the money from Grenoble arrived, the citizens were alarmed to discover that Grenoble had sent them worthless shoes to buy. The citizens of Whispering Pines declared war on Grenoble and the army prepared to fight for the cause. Mr. Johnson was sent back to Grenoble and signed another treaty stating that better shoes would be sent to Whispering Pines.

The Town Council took Mr. Davis' suggestion and printed some money. The town of Live Oak was charged $10,000 for the use of the Snail River, because its mouth was in Whispering Pines. All products that entered and left the city were taxed by the Town Council. Everyone who operated a business in Whispering Pines had to pay for a business license. Mrs. Reeves, the owner of the TV station, ran commercials every seven minutes and gave the town half of the money she raised.

Whispering Pines became so wealthy that its citizens decided to buy the Country of Grenoble. The Whispering Pines Army was sent to govern the Country of Grenoble and the people of Whispering Pines lived happily ever after.

Answer Key to Individual Student Activity on Page 93

Whispering Pines is a new town in the United States. The residents of this city are people who are tired of the way other towns have been run, so they decided life in Whispering Pines would be different.

They decided that half of the town's police force would be female. Cars could not be driven over 20 miles an hour. Stop lights would be placed every three blocks. All streets would be one-way streets. The trash would be collected twice a week and every street had to have five trees.

The Town Council decided that the town's stamps would be purple, pink, and gold. Everyone thought blue would be a nice color for the town's new fire trucks.

As half of the young men were out of work, the town decided to hire some of them to work in recreation centers. Others were hired to keep the environment clean. Since one hundred young men still could not find jobs, Whispering Pines put them in the Whispering Pines Army, which would be ready to fight overseas in a moment's notice.

Whispering Pines had one big problem. The town's treasury had no money. Mr. Johnson, the Town Treasurer, was sent to the Country of Grenoble to borrow some money. When he returned, he told the council that he had signed a treaty with Grenoble and their money would arrive soon. However, the town would have to buy 1,000 pairs of shoes made in Grenoble.

When the money from Grenoble arrived, the citizens were alarmed to discover that Grenoble had sent them worthless shoes to buy. The citizens of Whispering Pines declared war on Grenoble and the army prepared to fight for the cause. Mr. Johnson was sent back to Grenoble and signed another treaty stating that better shoes would be sent to Whispering Pines.

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Whispering Pines became so wealthy that its citizens decided to buy the Country of Grenoble. The Whispering Pines Army was sent to govern the Country of Grenoble and the people of Whispering Pines lived happily ever after.

INDIVIDUAL STUDENT ACTIVITY

People who work for the Bureau of the Budget help the President by preparing and analyzing budgets. Do you enjoy preparing budgets?

Bob Allen is thirteen years old. He gets an allowance of seven dollars a week. He must pay for his school lunches (average 70¢ a day) out of his allowance. He is in a Saturday bowling league which costs $1.50. He enjoys going to the movies once a week which generally costs him $1.00. His other interests are skating, miniature golf, basketball, and football games, which cost 50¢ each. Bob would like to pruchase a $29.95 camera, but must save the money out of his allowance if he wishes to buy it.

Prepare a two-week budget for Bob.

FIRST WEEK	SECOND WEEK

INDIVIDUAL STUDENT ACTIVITY

Internal Revenue Agents are college graduates who have usually taken courses in accounting, business administration, commerce, economics, and law. Anyone interested in becoming an Internal Revenue Agent should take courses in English, history, social science, mathematics, and the physical sciences in high school.

Get a list of the courses offered by the high school nearest you. Plan a selection of courses for a person who wishes to become an Internal Revenue Agent.

NINTH GRADE	TENTH GRADE

ELEVENTH GRADE	TWELFTH GRADE

INDIVIDUAL STUDENT ACTIVITY

Do you enjoy making sure that other people's work is correct? Examiners and investigators check many business statements to make sure they are accurate.

Here is the final statement for the school carnival. Is it correct? If it is not, make the necessary corrections.

Tickets Sold	Event	Money Taken In
156 @ $ .15 ea.	Fish Pond	$ 23.50
173 @ .15 ea.	Ring Toss	25.95
194 @ .15 ea.	Milk Bottle Toss	29.10
205 @ .15 ea.	Shooting Gallery	30.55
125 @ .15 ea.	Fortune Teller	18.75
75 @ .50 ea.	Portrait Studio	37.50
60 @ 1.00 ea.	Dunk-A-Man	60.00
500 @ .25 ea.	Cake Walk	125.00
675 @ .20 ea.	Chances on the 10-speed bike	135.00
150 @ .75 ea.	Fun Hats	112.50
	Total	$597.75
	Candy & Cookie Sale	$ 50.94
	Balloon Sale	45.00
	White Elephant	50.28
	Hot Dogs 504 @ 40¢	201.64
	Cold Drinks 800 @ 20¢	160.00
	Pop Corn 400 bags @ 25¢	100.00
		$607.86

Expenses	
Fish Pond	$ 8.79
Ring Toss	10.95
Milk Bottle Toss	5.76
Shooting Gallery	9.70
Fortune Teller	3.45
Portrait Studio	15.75
Dunk-A-Man	5.60
*Cake Walk	0.00
*10-speed bike chance	0.00
*Fun Hats	0.00
Printing of Tickets	25.00
Total	$84.00
Balloons	$10.50
Hot Dogs, Buns, etc.	50.70
Drinks	15.00
Pop Corn	20.00
Total	$96.20

$ 597.75
+ 607.86

Total Income $1,204.61

$ 84.00
+96.20

Total Expenses $180.20

Total Income	$1,204.61
Total Expenses	180.20
TOTAL	$1,024.41

*These things were donated:

Cakes
Bicycle
Fun Hats

INDIVIDUAL STUDENT ACTIVITY

John Evans has a job as a clerk which pays $4,800 a year. If John goes to college for two years, he can become an accounting technician at $6,000 a year. If he received a college degree he could become an Internal Revenue Agent with a starting salary of $8,000 a year. Look at the earnings for each job below.

	Clerk	Accounting Technician	Internal Revenue Agent
Year 1	4,800	In college	In college
2	4,800	In college	In college
3	5,000	6,000	In college
4	5,000	6,000	In college
5	5,000	6,000	8,000
6	5,200	6,500	9,000
7	5,200	6,500	12,000
8	5,200	7,000	14,000
9	5,400	7,500	15,000
10	5,400	7,500	16,000
11	5,400	8,000	16,000
12	5,600	8,500	16,000
13	5,600	9,000	17,000
14	5,600	9,500	17,000
15	5,600	10,000	18,000
16	5,800	10,000	18,000
17	5,800	10,000	19,000
18	5,800	10,000	20,000
19	6,000	10,000	20,000
20	6,000	10,000	20,000

How much has each job paid in 5, 10, 15, and 20 years?

	5 Years	10 Years	15 Years	20 Years
Clerk				
Accounting Technician				
Internal Revenue Agent				

Unit 8

THE GOVERNMENT LENDS A HAND

This unit is designed to be presented in
Social Science classes, Grades 7, 8, or 9

Here are the contents of Unit 8 of the Exploration Curriculum Guide. We suggest a careful reading of it before you read the text.

CONCEPT 101

INSTRUCTIONAL OBJECTIVES 101

CONTENT 101

- People Who Need Help
- Influence of Environment on Need
- Governmental Actions to Help
- Social Security
- Unemployment Insurance
- Medicare and Medicaid
- War on Poverty
- Social-Service Workers

TEACHER MANAGEMENT ACTIVITIES 105

RESOURCES 106
- Books
- Filmstrips
- Films
- Audio Tape Reels

INDIVIDUAL STUDENT ACTIVITIES 108-111

Unit 8

THE GOVERNMENT LENDS A HAND

CONCEPT

PUBLIC SERVANTS PROVIDE SERVICES FOR THE HEALTH AND WELFARE OF ALL CITIZENS

INSTRUCTIONAL OBJECTIVES

1. Ability to list five problems handled by social agencies.
2. Ability to name the major job families in social services.
3. Ability to identify and describe several federally-supported antipoverty programs.
4. Ability to compare and contrast the duties of workers in social services.
5. Ability to match own interests and abilities to skills and activities in social services.
6. Ability to recognize that many conditions can affect life-style.
7. Ability to recognize that values relate to life styles.

CONTENT

America has been called one of the richest lands in the world. The average American citizen leads a life that is filled with material things and luxuries that the citizens of most other lands can only dream about; Americans of today have the highest standard of living in the world. Our streets are filled with people who are engaged in producing goods, rendering services, and buying merchandise. Yet, in the midst of all this wealth, large segments of our population live in poverty and despair, and must have help in order to function in today's world.

People Who Need Help.

Who are these people who need help?

- The thousands of men and women who are unable to find a job or whose income is so low they are unable to care for their families adequately;
- those who are sick or too old to be employed;
- victims of racial, religious, and sexual discrimination;
- people with emotional illness, physical handicaps, or mental retardation;
- those who have prison backgrounds or histories of drug abuse.

Many individuals may have several of these problems. The family that is homeless may be headed by a male who can't find a job because he lacks a high school diploma. In the past, there was much unskilled work available for persons with little education, but now greater skills and more education are required for many jobs. The father who cannot find work becomes discouraged and depressed, causing his marriage to suffer. When the stability of the home is threatened, children sometimes begin to have school problems, such as truancy or academic failure.

Influence of Environment on Need.

These problems are apt to be aggravated if the family lives in a slum area. Although everyone who needs assistance does not live in a slum, many do because these are the only areas they can afford.

Slum housing is often run-down and overcrowded. In addition to being overcrowded, slum housing may also have unhealthy conditions, such as falling plaster, rats, faulty plumbing, unlit halls and stairways, lack of paint. Fires are a great hazard in slum housing. There are greater losses of life, more injuries, and property damage due to fires in slum areas than there are in other parts of the city.

Slum areas many times suffer from inadequate services. Garbage is often not picked up regularly; streets are infrequently cleaned; schools are often old, overcrowded, and poorly staffed.

There are more welfare cases, higher rates of crime and illness, more broken families, and more incidences of moving in and out of the slums than there are in other neighborhoods. The influx of people in and out may be partially caused by the migration of people from depressed areas, seeking a better life in our larger cities.

Governmental Actions to Help.

The state has long been active in welfare matters. States were responsible for removing children from poorhouses and placing them with families or institutions for dependent children. State institutions have cared for epileptics, the mentally retarded, and the insane. States have long provided funds for the blind, widowed mothers of dependent children, and the aged. Today much of the cost of welfare payments is borne by the state.

Social Security.

The federal government has played an active role in securing the well-being of all citizens. The Social Security Act of 1935 has become the cornerstone of the American welfare system.

Both employers and employees pay taxes into a special trust fund administered by the federal government. After a certain number of payments, or time worked, a person is considered insured and certain benefits are his by right. This is called *social insurance.*

All of the following are entitled to benefits:

- retired workers, age 62 and over;
- disabled workers of any age;
- wives of workers entitled to retirement or disability benefits;
- unmarried dependents of deceased or disabled workers;
- widows or divorced wives of deceased workers;
- dependent widows, aged 62 or over, of deceased workers;
- no entitlement is necessary for anyone over 72.

Unemployment Insurance.

Another major social insurance established by the Social Security Act was *Unemployment Insurance.* A worker under certain conditions, is insured against the loss of his job. If he loses his job, he is entitled to receive cash payments for a certain number of weeks to tide him over until he finds a new job. Public-service workers handle benefit claims of the unemployed, and also try to place these workers in new jobs.

Everyone who is employed is not covered by unemployment insurance. Agricultural workers, domestics, employees of state and local governments, casual workers, and employees of nonprofit organizations are not completely covered at the present time.

Medicare and Medicaid.

The Medicare and Medicaid Amendments to the Social Security Act were passed in 1965. *Medicare* is a type of social insurance which helps cover the cost of hospitalization and related care, doctor bills, and other health expenses. Most people over 65 are covered by Medicare.

Medicaid is a public assistance program. The federal government grants funds to states to set up programs to give medical assistance to the needy.

War on Poverty.

The federal government in 1964 launched an all-out "war on poverty." The government sponsored:

- programs to give the disadvantaged educational and vocational training;
- programs that gave students between the ages of 15 and 22 full or part-time jobs;
- work experience programs for unemployed or low-income adults;
- programs that trained low-income adults to become aides to professionals;
- pre-school programs that exposed low-income children to the cultural stimulation that middle-class children ordinarily receive.

Social-Service Workers.

Most public-service workers in local service are employed by public agencies established by city, state, or local government. These workers provide a variety of services to individuals, families, or groups in such areas as:

- Caseworkers aid families to understand their problems, and secure for them financial assistance, foster care, and homemaker service, if necessary;

- Group workers help people through group activities to understand themselves and others, and to work with others toward a common goal;
- Community workers help plan and develop health, housing, welfare, and recreation services, and services that strengthen family life and help family members to function socially;
- Child welfare workers attempt to improve the physical and emotional well-being of deprived children;
- Public-service workers work with schools to aid children whose behavior or progress is hampered by social conditions;
- Workers employed by hospitals and other health agencies aid patients and their families in solving problems accompanying illness, recovery, and rehabilitation.

Although a bachelor's degree is generally required at the professional level, more and more opportunities are becoming available for preprofessionals in this field. There are some jobs for high-school graduates in social welfare.

Individuals interested in social services should have the following abilities:

- an interest in people of all ages and backgrounds;
- an awareness of, and consideration for, the feelings of others;
- willingness to accept the viewpoints of others;
- the ability to handle unexpected or unpleasant situations.

At present, there is a shortage of well-qualified workers in social services, which is expected to continue through the next decade. Due to industrialization, many occupations that are common today will become obsolete, or will require a higher degree of skill than is presently required. Consequently, many workers will have to retrain several times during their working lives to meet these changes. The role of social-service workers will become more important, since many individuals will not be able to make adjustments without assistance.

TEACHER
MANAGEMENT
ACTIVITIES

- Assign students to plan a monthly budget for a family of four (children ages 8 and 10) on a $250 income.
- Arrange for a social service worker to visit the class.
- Discuss the duties of specific workers in social service.

- Ask students to give oral reports on aid to one of the following groups of people:
    - blind;
    - handicapped;
    - mentally ill;
    - mentally retarded;
    - aged;
    - poor;
    - needy children.
- Construct a career ladder for a job family in a social service agency.
- Discuss career possibilities and requirements for employment in the field of social service.

RESOURCES

BOOKS:

Poverty and the Poor, Simon and Schuster, 1969.

Poverty and the Law, Houghton Mifflin, 1970.

Social Services to the Mentally Retarded, Charles C. Thomas, 1969.

The Shadow That Scares Me, Simon and Schuster, 1969.

Status: Achievement and Social Values, American Education Publications, 1971.

FILMSTRIP:

What You Should Know About Social Security, Visual Education, (black and white, purchase), 1969.

Social Problems, (Series 4), Society for Visual Education, (sound, color, purchase), 1969.

Man Against Want, Visual Education (black and white, purchase), 1969.

Helper of the Poor and Wretched, Jane Addams, Eye Gate House, (color, sound, purchase), 1970.

Illiteracy--A Social Problem, Visual Education, (black and white, purchase), 1969.

Alcohol, Society for Visual Education, (sound, color, purchase), 1969.

Delinquency, Society for Visual Education, (sound, color, purchase), 1969.

Leisure, Society for Visual Education, (sound, color, purchase), 1969.

FILMS:

The United States in the Twentieth Century, Coronet Films, (21 min., black and white, purchase), 1970.

Peace and Voices in the Wilderness, Bailey-Film Associates, (purchase), 1969.

The Social Security Story, U. S. National A-V Center, (14 min., color, purchase), 1969.

Social Security Out West, Serina Press, (28 min., color, loan), 1970.

A Peoples' Thing, NBC Educational Enterprises, (27 min., color, purchase), 1970.

The Old Ones, Columbia University Press, (29 min., black and white, purchase), 1969.

The Young Greats, Serina Press, (55 min., color, loan), 1970.

What's the Answer to Slums, Institutional Cinema, (15 min., color, rental), 1969.

Unseen Suburbia, NBC Educational Enterprises, (17 min., color, purchase), 1970.

AUDIO TAPE REEL:

Great Issues Series (Series 15), EMC Corporation, 1969.

Great Men and Great Issues - The Progressive Reformers, H. Wilson, 1969.

At Issue: The Quality of Life, H. Wilson, 1969.

Sound of Poverty, United Methodist Board of Missions, 1970.

INDIVIDUAL STUDENT ACTIVITY

Mr. and Mrs. Jones enter your social-service agency. They have no money and ask your assistance in finding them a home. They are the parents of two children.

Mr. Jones, who has an eleventh-grade education, is now unemployed due to illness. He is expected to recover in two months and at that time plans to look for a job. However, he states he is not good in math and you notice his English is poor. The family is now receiving a $250 monthly welfare check and is eligible for food stamps.

Mrs. Jones has a tenth-grade education. She was an average student, but does not have any skills that would help her secure a good job.

Why do you feel this family is in this situation? ____________________________

____

____

____

What problems would you try to solve as soon as possible? ________________

____

____

____

What things would you recommend that would help this family in the future?

____

____

____

INDIVIDUAL STUDENT ACTIVITY

What social services are available in your community? Find out what help your community offers to each of the following groups.

Mentally ill	Physically handicapped
Blind	Mentally retarded
Ex-prisoners	Drug abusers
Poverty-stricken	Helpless children
Aged	Educational program for disadvantaged children

INDIVIDUAL STUDENT ACTIVITY

If you had $400 a month after all your food, medical bills, etc., were paid, how would you spend it? Select items from the chart below you may end up with, less than, but not over $400.

EXPENSIVE		AVERAGE		INEXPENSIVE	
House	$250.00	House	$150.00	House	$100.00
Car	$150.00	Car	$100.00	Car	$ 50.00
Clothes	$ 50.00	Clothes	$ 25.00	Clothes	$ 15.00
Vacation Trips	$100.00	Vacation Trips	$ 50.00	Vacation Trips	$ 10.00
Investments	$100.00	Investments	$ 50.00	Investments	$ 10.00
Leisure Activities (bowling, skiing, dining out, camping)	$100.00	Leisure Activities	$ 50.00	Leisure Activities	$ 25.00

INDIVIDUAL STUDENT ACTIVITY

Attitudes and personal characteristics are important in choosing a career. Answer the questions below honestly to determine whether or not you are well suited for a career in social services.

	YES	NO
1. Do you like people?	_____	_____
2. Do you enjoy helping people in difficult situations?	_____	_____
3. Do you believe all people should have the same values you have?	_____	_____
4. Are you a warm and friendly person?	_____	_____
5. Are you easily discouraged?	_____	_____
6. Are you understanding of others?	_____	_____
7. Are you objective and not overly emotional?	_____	_____
8. Do you listen to others well?	_____	_____
9. Are you interested in improving social conditions?	_____	_____
10. Do you consider the feelings of other people?	_____	_____
11. Can you handle unpleasant situations?	_____	_____

All of the questions except 3 and 5 should have been answered yes. Of course, few individuals would have all of these abilities, and it is quite likely that you will develop in some areas as you mature.

Unit 9

HELPING EVERYONE ENJOY LIFE

This unit is designed to be presented in
Social Science or Physical Education classes,
Grades 7, 8, or 9

Here are the contents of Unit 9 of the Exploration Curriculum Guide. We suggest a careful reading of it before you read the text.

CONCEPT 115

INSTRUCTIONAL OBJECTIVES 115

CONTENT 115

- State and Federal Recreation Areas
- Local Government Recreation Areas
- Types of Recreation
- Need for Recreational Workers
- Required Qualifications for Recreational Workers

TEACHER MANAGEMENT ACTIVITIES 118

RESOURCES 119
- Books
- Films

INDIVIDUAL STUDENT ACTIVITIES 120-124

Unit 9

HELPING EVERYONE ENJOY LIFE

CONCEPT

PUBLIC SERVANTS PROVIDE SERVICES FOR THE HEALTH AND WELFARE OF ALL CITIZENS

INSTRUCTIONAL OBJECTIVES

1. Ability to list the reasons why communities provide recreational facilities and services.
2. Ability to identify the services of federal, state, and local government in the field of recreation.
3. Ability to list at least six careers found in the job family of recreational services.
4. Ability to recognize the relationship of interests and abilities to career selection.

CONTENT

Recreation is now considered an important, necessary part of everyday life. While our ancestors regarded play as sinful, Americans today believe leisure time is necessary for one's emotional and psychological well-being. Although many Americans work forty hours a week, many experts feel this will become obsolete in the near future. With shortened hours of work, extended vacations, and shortened work weeks, people will be seeking ways of effectively utilizing their leisure time.

State and Federal Recreation Areas.

State and federal governments have accepted some responsibility in providing recreational areas for citizens. More and more Americans are visiting our national parks, which the federal government has established to preserve many scenic and irreplaceable sections of the nation. When we speak of "the National Parks" of the United States, we tend to think of the Grand Canyon, Yellowstone, Crater Lake, and Yosemite. Actually, there are over 200 national parks in the National Park System, though some are classified as monuments, historic sites, seashores, and recreation areas. The federal government hires park rangers to lead nature hikes and to give talks about the facilities where they work.

State parks were set aside as historic shrines or places of outstanding beauty, and were intended to protect the scenery for future generations. But with the passage of time, their primary purpose is now mainly recreational usage. Many are now places devoted for the most part to active recreation beaches, boating waters, campgrounds, winter sports areas, or playgrounds similar to those in city parks.

Local Government Recreation Areas.

The major responsibility for providing recreational services and facilities, however, belongs to local government. Recreation is valuable in releasing the stresses and tensions that build up as citizens participate in community life. If a community does not provide ways of releasing these tensions, inner disturbances and unrest could develop into outward anger that would be harmful to the community. Since many citizens are unable financially to belong to private clubs, local governments have acquired land to meet the recreational needs of people of all ages, races, and creeds.

Increased population has made the acquisition of land for recreational purposes difficult. Much of the land that was once open space has been taken over for the development of new communities. As urbanization grows, it becomes increasingly difficult to "get away from it all." People begin developing the attitude of "why bother," since they cannot escape the crowds anywhere. Communities must plan for the immediate and future recreational needs of their residents.

Recreation opportunities vary from community to community as climate, location, topography, cultural needs, and socioeconomic levels differ.

Activities must be provided for many age levels, from preschool to senior citizens. Services and facilities must be provided for people who need therapeutic recreation, such as victims of illnesses and accidents.

Types of Recreation.

A large part of recreation is of a physical nature. All forms of games, sports, and athletics fall into this category. In these situations, recreation provides the opportunity to achieve better coordination and motor development. And too, learning to win modestly and to lose without bitterness aids in character development. Good habits and qualities, such as unselfishness, courtesy, friendliness, and courage, can be developed through participation in recreation activities.

Recreation is not, however, confined to games and sports. An effective community program should include:

sports and games,
arts and crafts,
dramatic activities and dances,
literary and mental outlets;
service to others,
social recreation,
camping and outdoor recreation,
hobbies,
special events.

Need for Recreational Workers

As increasing numbers of people have recreational needs which must be met, the need for recreational workers and facilities has grown.

Many people are involved in teaching activities such as swimming, dancing, arts and crafts, and music. Some recreation leaders teach rules, regulations, and methods of participation in sports activities, as well as directing competitive and non-competitive games and contents.

Some workers are involved in planning and supervising activities and facilities. Recreation supervisors, who are college-trained, organize individual and group activities; conduct community programs; and administer physical, social, and cultural programs at campgrounds, community centers, and playgrounds. To do their jobs effectively, they study the recreation needs of the community to determine requirements for personnel, equipment, and supplies, and supervise the training and work of other workers in the department.

Required Qualifications for Recreational Workers.

More and more communities are requiring two years of post-secondary work as a minimum qualification for becoming a recreation leader. Recreation leaders not only teach a variety of activities, but must also inform supervisors when supplies and equipment are needed. They also collect and record fees, prepare reports, and evaluate workers under them.

There are some jobs in recreational service that do not require a college degree. Persons with high-school diplomas can become recreation trainees. Recreation trainees issue supplies and equipment, administer first aid, and instruct and participate in games and activities. They prepare reports on damaged and lost equipment, and deep the recreation areas clean for games and contents.

Swimming pool managers organize swimming lessons for many age groups. They not only teach swimming, but must make sure the pool stays in good condition, since bacteria can cause illness. Many high school and college students work as life guards and swimming instructors during the summer months.

Many cities have concert halls, amusement parks, tennis courts, golf courses, and zoos which are maintained by public funds. All of these facilities require workers to operate and maintain them for the benefit of all the residents of the community. As our population grows and our need for recreation increases, more and more public servants will be needed to provide the services we need for our leisure.

TEACHER MANAGEMENT ACTIVITIES

Ask the class to:

- Determine which recreational activities are most popular in your community by tabulating the answers given in the surveys.
- Discuss whether the community recreation program meets the stated desires of the residents.
- Have a class discussion about the qualifications and characteristics the students indicated to be necessary or desirable for camp counselors.
- Arrange for the class to tour three different types of recreational facilities which are public supported.
- Arrange for speakers from recreational agencies to visit the class.
- Discuss community college and four-year college programs in recreation.
- Ask each student to write a paragraph about a person he feels is an outstanding recreational leader, stating why he feels this is so.

RESOURCES

BOOKS:

Recreation and Leisure in Modern Society, Richard Kraus, Appleton-Century-Crofts Educational Division, 1971.

Community Recreation, A Guide to Its Organization, Harold D. Meyer et al., Prentice-Hall, Inc., 1969.

Fundamentals of Recreation, Thomas S. Yukie, Harper and Row, 1970.

Recreation Leadership, Dan H. Corbin, Prentice-Hall, Inc., 1970.

The Recreation Leader, Abingdon Press, 1969.

Recreational Sports, Instructional Aids, 1969.

Design for Play: The Child and Urban Problems, Van Nostrand Reinhold, 1969.

FILMS:

County and Community Recreation in Action, Indiana U, A-V Center, (29 min., black and white, purchase), 1970.

Town and Country Recreation, Athletic Institute, (20 min., color, purchase), 1969.

Careers in Recreation, Athletic Institute, (27 min., color, purchase) 1969.

Leaders for Leisure, Athletic Institute, (21 min., color, $4.00 rent), 1969.

$1,000 for Recreation, Athletic Institute, (12 min., color, $4.00 rent), 1969.

Recreating Spirit, Serina Press, (color, loan), 1970.

Forests and Recreation, Serina Press, (15 min., black and white, loan), 1970.

Summer, Serina Press, (27 min., color, loan), 1970.

INDIVIDUAL STUDENT ACTIVITY

A good recreational program must be planned. Recreation leaders often poll citizens to find out what activities they feel should be included in the program. Ask your friends and neighbors to choose four activities they enjoy most and rank them in order of preference:

- first choice (1),
- second choice (2),
- third choice (3),
- fourth choice (4).

	Example	1	2	3	4	5	6	7	8
Active games and sports									
Quiet games									
Dramatic activities									
Dancing	3								
Camping									
Literary activities	1								
Body conditioning and exercise	2								
Hobby groups									
Service to others									
Nature activities									
Horseback riding									
Golf									
Water sports									
Tennis	4								
Musical activities									
Trips and outings									
Educational groups and classes									
Special events									
Roller or ice skating									
Bicycling									

INDIVIDUAL STUDENT ACTIVITY

Does your community have a well-balanced recreational program? Tell where each of the following activities are offered in your community. Select only those places which are tax-supported.

	Activities	Location
1.	Active sports and games	
2.	Quiet games	
3.	Dramatic activities	
4.	Dancing (square, ballet, etc.)	
5.	Camping	
6.	Literary activities (books, writing poetry)	
7.	Body conditioning and exercise	
8.	Hobby groups	
9.	Service to others	
10.	Nature activities	
11.	Bridle trails	
12.	Bike trails	
13.	Golf courses	
14.	Water sports	
15.	Playgrounds	
16.	Parks	
17.	Tennis courts	
18.	Roller or ice skating	
19.	Musical activities	
20.	Trips and outings	
21.	Educational groups and classes	

INDIVIDUAL STUDENT ACTIVITY

You are in charge of selecting counselors for Lake Arrowhead Camp. Twenty children, ages 8-10, will spend one week at the camp. List in the spaces below the qualifications and characteristics you feel are necessary and desirable for counselors.

Necessary	Desirable but not Necessary

INDIVIDUAL STUDENT ACTIVITY

Recreation leaders plan all activities for each age group. In the spaces below, plan after-school activities for boys and girls ages 12 - 14.

Monday	Tuesday
Wednesday	Thursday
Friday	

INDIVIDUAL STUDENT ACTIVITY

Hobbies and interests can lead to satisfying careers. Think of a career that could result from an interest in each of the following areas:

Likes		Career
Little children	Example:	Day Camp Counselor
Swimming		
Nature		
Games and contests		
Hiking		
Dancing		
Drama		
Skiing		
Boating		
Camping		
Arts and crafts		
Teenagers		
Senior citizens		

Careers you may wish to use:

Water Safety Instructor
Park Naturalist
Camp Counselor
Dance Instructor
Day Camp Counselor
Athletic Director
Dramatics Coach
Wildlife Aide
Teen Center Director
Hobbies Director

Unit 10

DEVELOPING INFORMED AND EDUCATED CITIZENS

This unit is designed to be presented in
Social Science classes, Grades 7, 8, or 9

Here are the contents of Unit 10 of the Exploration Curriculum Guide. We suggest a careful reading of it before you read the text.

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- Role of the States in Education
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Unit 10

DEVELOPING INFORMED AND EDUCATED CITIZENS

CONCEPT PUBLIC SERVANTS PROVIDE EDUCATIONAL PROGRAMS AND SERVICES

INSTRUCTIONAL OBJECTIVES

1. Ability to identify the major job families in educational services.
2. Ability to explain the structure of public education in the United States.
3. Ability to compare and contrast the general duties of workers in educational services.
4. Ability to discuss the recommended qualifications for educational service workers.
5. Ability to match own interests and abilities to skills and activities found in education.
6. Ability to recognize that all careers require skills and abilities that must be mastered.

CONTENT Background.

Years ago, American children were educated by their parents in their own homes. Colonial parents not only had to teach their children farming, trades, and housekeeping, but they also had to teach them how to read, write, spell, and do arithmetic. Of course, some parents were better teachers than others. Some, unfortunately, never found the time or did not have the desire to teach their children these basic things.

People who were wealthy began sending their children to private schools or hiring tutors to give them private lessons. But the majority of children who were poor could not read or write.

And, of course, few blacks could read because it was against the law to teach a slave to read or write.

Slowly, but surely, the idea grew that all Americans deserved good educations, whether they be rich or poor, black, brown, or white. If this was to be a land of opportunity, based on free enterprise, then every citizen should have the opportunity to gain as much education as possible. It was thought, too, that the prosperity of this nation depended on the education of its citizens. Since this was not going to be government by the elite, the average American citizen would have to be knowledgeable about the issues in order to cast an intelligent vote.

Today every state has a tax-supported free public education system. The American public school system is one of the largest and finest in the world. While in many countries the higher grades are reserved for the educationally talented, American educators attempt to give a good education to every pupil so that every student's capability will be fulfilled.

Our society has asked its educators to produce students who can master academic skills well enough to become productive citizens in the future. This means that all students must learn to comprehend, compute, communicate, and cope effectively. Students must learn to respect the rights of others, assume responsible citizen roles, develop positive attitudes and values, use leisure time wisely, and develop career goals. In addition, educational programs and personnel must produce students who are physically, mentally, and emotionally sound.

Some of the duties that were previously assumed by the family and church have been assigned to school personnel today. Although we do not have a national school system, our schools are alike in many ways because of the similar organization of our public school system throughout the various states.

Role of the Federal Government in Education.

The federal government today plays a major role in education. Educators in the U. S. Office of Education collect and analyze facts; administer grants; advise on school organization amd administration; advise on teaching methods and ways of improving the teaching profession; and promote good relations in international education activities.

Much of the research that is being done in education is paid for by the federal government. Many programs in school districts are paid for by federal funds. Under the Smith-Hughes Act of 1917, the federal government began to assist states in setting up courses in industrial arts, home economics, and agriculture. The National Youth Administration was established in 1935, giving part-time work to students who need funds to remain in school.

In 1958, the government, under the National Defense Education Act, began to spend funds to improve many courses in the schools of the nation. Books, scientific equipment, and student loans were all financed by the federal government. This has meant that part of the funds of almost every school district come directly from the federal government.

Role of the States in Education.

The primary responsibility for education, however, belongs to the states. Since 1918, every American state has had a compulsory school attendance law. Most states have laws which set standards that every school must meet. State laws require children to be vaccinated against certain diseases before they can attend school.

The state supplies a large share of the school district's funds. The money supplied by the state may be based on the enrollment and daily attendance of pupils in that district. In some states, the state government provides more money to poorer school districts so that all children will have equal educational programs.

The chief educational officer for the state is the State Superintendent of Education or Public Instruction, whose job is to see that all laws pertaining to schools are enforced. Each state has a State Department of Education, which helps local districts with course selection, program planning, and textbook selection. The Department decides what the qualifications for teachers of that state will be. Experts travel throughout the state helping local districts improve their educational programs. The results of research projects conducted by both the state and federal agencies are distributed through the state.

Colleges and university systems are maintained by the state to assure the students residing there a chance to receive a higher education at a reasonable cost. Community colleges financed by states offer a variety of courses which lead to an Associate of Arts degree in two years, enabling students to become paraprofessionals in many fields.

Role of Counties and Local Areas in Education.

The County Board of Education is a local unit established to provide support and control of education. The County Board may select a County Superintendent; determine educational policies for that county; and prescribe rules and regulations for the management of schools.

Actual control of schools, however, belongs to the local community. Local property taxes pay more than half the cost of operating the community's schools. The federal and state government can not set policy for local districts. Nor do local municipal governments generally run the school system. Most communities have special school districts which are separate from local government. Each district has a Board of Education, whose members may be elected or appointed by city officials. School Board officials decide where and when to build new schools, determine the tax rate for the community, supervise the budget for the district, and determine school policy. They may, in some counties, choose the Superintendent of Schools.

The Superintendent of Schools initiates policy; recommends teachers and other school employees; administers all instruction and management of pupils; develops curriculum; improves instruction; and oversees the selection of textbooks, supplies, and equipment.

The local school district employs many people to meet the physical, intellectual, social, and emotional needs of students. Principals at each school are directly responsible for all aspects of their school's operation. They study the school's program, its needs, and the quality of instruction the teachers give. They work closely with school custodians to maintain a good learning environment for students. Working closely with the principal is the school secretary, who must establish good relations with the community, and keep records of all pupils, personnel, supplies, and equipment.

Role of the Teachers in Education.

The backbone of any school is its teaching staff. Pre-school teachers give children the opportunity to grow in social development and creative expression. Physical development is fostered by a variety of play activities. Kindergarten and elementary teachers provide opportunities for creative, social, and intellectual development. Children in elementary school learn reading, writing, spelling, science, social studies, health, and mathematics. Although many elementary instructors teach every subject to one class, others may be part of a team and may teach subjects to students in more than one class. Special teachers may give instruction and assist classroom teachers in subjects such as art, music, physical education, industrial arts, foreign languages, and homemaking.

While elementary teachers generally work with one group of students all day, secondary teachers usually specialize in one subject and teach that subject and related fields to more than one class.

Both secondary and elementary teachers usually try to plan each lesson carefully in advance. Various methods are used to teach materials, since subjects and needs of students differ. These techniques include lectures, small discussion groups, laboratory sessions, ability grouping, individualized instruction, and field trips.

All states require that teachers in the public school have a certificate to teach (called *certification*). The basic requirement for certification in most states is the bachelor's degree, with courses in subjects commonly taught in school, education, and practice reading. A master's degree or a five-year program is required for full certification in some areas. Prospective teachers should pursue a college preparatory course in high school.

Although many districts try to keep classes small, it is difficult for teachers to give individual attention to every student who needs it. More and more districts have tried to solve this problem by hiring *paraprofessionals*, or people who work with, and under the supervision of, the professional teacher.

The duties of the paraprofessional vary with the grade level or subject taught. While the pre-school teacher's aide may be asked to mix paint and dough, the elementary school aide may help children with reading and arithmetic as well. Secondary aides may plan and supervise field trips, supervise study halls, or help with term papers. Some aides may be asked to do housekeeping, clerical, or instructional assistance duties. Aides not only help with the many chores that are a part of teaching, but they supply the extra pairs of eyes and ears that add to a teacher's knowledge of the students in the class.

Teacher's aides generally have a high-school diploma. Some people, employed as Instructional Assistants, obtain an A.A. degree in Education Service.

Special Needs of Students.

Children who have special needs must be identified and placed in situations where they will benefit most. Teachers with special training work with children who are visually handicapped, have speech and hearing problems, or are physically handicapped. Psychologists and counselors aid the teacher in determining the causes of problems and finding ways to solve them. School social workers help children whose problems have become severe.

Since health affects learning, school districts employ nurses to check suspected illnesses and to check the eyes and ears of each student. The federal government, too, has recognized the effects of hunger on learning capabilities and has made surplus foods available to schools at a low cost. Dieticians and school cafeteria workers prepare meals that are high in nutritional value to keep the student body healthy.

Role of Auxiliary Services in Education.

The number of people employed as school librarians is growing. About two-fifths of all librarians work in our elementary and secondary schools. School libraries provide instructional, general, and cultural reading material for the schools. They are financed by the school district. Librarians select and process books, and classify them so that they can be located quickly. They assist students in finding books and other materials through the use of card catalogs and indexes, and supervise the circulation and repair of all the books in the library.

Libraries and museums play an important role in informing our adult population. Public libraries offer fiction and reference books to the residents of the community. College libraries keep instructional and research materials for students and the faculty, while state libraries offer specialized materials that are of interest to state workers.

Professional librarians must usually attain a bachelor's degree and a fifth year of study in library science, after which they receive a master's degree.

Preprofessional workers work under the supervision of professional librarians and may be responsible for supervising the library's clerical staff. They may also catalog books; maintain files; operate audio-visual equipment; and control check-outs, renewals, and overdue materials.

In many libraries, workers at the preprofessional level are trained on-the-job in programs that require one to three years to complete. However, the trend is to prepare for library work in two-year college programs that offer an Associate of Arts degree in library technology.

Some school districts spend a considerable amount of money on bus transportation. In many cases, a number of smaller districts have combined to become one large district, since one district with a large budget can provide a better education at a lower cost to the community. In addition, since the

1954 decision by the Supreme Court that segregated schools are unconstitutional, some districts have used busing as a way of achieving integration. Today, thousands of students ride buses to and from school. Bus drivers, trained in school bus safety, have made riding the bus one of the safest ways to get to school.

Changing Role of Education.

Education is always in a state of change. The demands of society and technological advances have a direct affect on what is taught and how it is taught in our public schools. Material which is no longer relevant is dropped from the curriculum, while courses which are more meaningful are constantly being added to the school program. New ways of teaching, through such methods as the use of audio-visual materials (for example, opaque projectors and television), are always appearing on the educational scene. This means that teachers generally continue their education by taking college courses after work.

Adults of all ages and occupations are returning to school in large numbers. Continuing education is provided by teachers at the junior college, community college, and the adult high school level. Some adults attend programs carried on by colleges and universities both on and off campus. A growing number are receiving knowledge from educators on television.

Public-service workers in educational services strive to help all people reach their fullest potential. They have been given the task of giving all Americans the skills and knowledge necessary to keep our democratic system of government working. The fate of our society lies, in a large part, in the hands of these dedicated public servants.

TEACHER
MANAGEMENT
ACTIVITIES

- Discuss the individual student activity relating to values and money, pointing out that people differ in the things they value.
- Discuss the structure of your local and state educational systems and name the people who fill those positions, such as state superintendent, county superintendent, local school board members, local superintendent, principal.
- Arrange for school officials to explain their roles to your class.
- Arrange for your school secretary to discuss the cost of unexcused absences to your school.

- Visit a local elementary school and observe the activities in two different grades.
- Discuss the courses required to be taken by students who plan to go to college.
- Discuss the adult and continuing education programs in your local area.
- Ask the class to discuss the characteristics they feel are important in classroom teachers after they have finished the individual student activities concerning this.
- Ask each student to prepare a lesson plan and to teach a lesson to the class following his plan.
- Visit a local library and discuss with the staff the duties they perform.
- Describe the duties for typical entry level jobs in the education and library job families.
- Arrange for students to compare two salary schedules for educational workers.
- Discuss the advantages and disadvantages of jobs in educational services as discovered in the interviews conducted by the class.

RESOURCES

BOOKS:

Grass Roots Guidebook Series: The American Public School, McGraw-Hill, 1969.

How Schools Aid Democracy, Benefic Press, 1969.

Community Service and Education Specialists, J. G. Ferguson, 1970.

Find a Career in Education, Putnam's Sons, 1969.

The Superintendency Team, Charles Merrill, 1969.

Vacation on the Moon, National Education Association, 1970.

Teacher, Simon and Schuster, 1969.

Elementary School Libraries, American Library Association, 1969. Free.

Someday I'll Be a Librarian, Hawthorn Books, 1969.

Be A Black Librarian, American Library Association, 1969.

School Bus Administrative Problems, National Safety Council, 1970.

Safety in Pupil Excursion, National Safety Council, 1970.

FILMSTRIPS:

Education in America, Universal Education and Visual Arts, (color, sound, purchase), 1969.

School Functions, McGraw-Hill, (color, purchase), 1969.

Research Points the Way, Wayne State University, (black and white, purchase), 1969.

Schools Days, Eye Gate House, (color, purchase), 1970.

Democracy Builds a School, Visual Education, (black and white, purchase), 1969.

A Good Day In The Seventh Grade, Long Filmslide, (color, purchase), 1969.

A Good Day In The Eighth Grade, Long Filmslide, (color, purchase), 1969.

Work and Play at School, Eye Gate House, (color, purchase), 1970.

"Separate But Equal," Encyclopedia Britannica, (color, sound, purchase), 1969.

"Separate" is Unequal, Encyclopedia Britannica, (color, purchase), 1969.

Introduction to the Library, Eye Gate House, (color, sound, purchase), 1969.

The School Cafeteria Worker, Eye Gate House, (sound, color, purchase), 1970.

The Museum Serves the Community, Visual Education, (black and white, purchase), 1969.

Behind the Scenes in a Museum, Visual Education, (black and white, purchase), 1969.

FILMS:

Pattern for a Nation (Parts I and II), Connecticut State Department of Health, (60 min., black and white, loan), 1969.

Pre-School Education Today, Serina Press, (20 min., black and white, loan), 1970.

Head Start to Confidence, Serina Press, (20 min., black and white, loan), 1970.

Operation Head Start, Serina Press, (28 min., black and white, loan), 1970.

Challenge to America: The Role of Education in Intergroup Relations, B'nai B'rith, (25 min., black and white, purchase), 1969.

Pancho, Serina Press, (14 min., color, loan), 1970.

The Ghetto Trap, Paulist Productions, (27 min., black and white or color, purchase), 1969.

Children Without, B'nai B'rith, (30 min., black and white, purchase), 1969.

A Chance to Learn, NBC Educational, (17 min., color, purchase), 1970.

The Giant Step, Connecticut State Department of Health, (18 min., black and white, loan), 1969.

More or Less Federal Aid to Education?, Institutional Cinema, (15 min., black and white, purchase), 1969.

Just Imagine, Indiana University A-V Center, (15 min., black and white, purchase), 1970.

Teachers Aides: A New Opportunity, U. S. National A-V Center, (21 min., black and white, purchase), 1969.

Librarian, Universal Education and Visual Arts, (16 min., color. purchase), 1969.

The Library Story, Encyclopedia Britannica, (15 min., color, purchase), 1969.

A Show of Hands, Wing Productions, (color, purchase), 1969.

Special Delivery, Highway Safety Foundation, (28 min., color, purchase), 1969.

INDIVIDUAL STUDENT ACTIVITY

People differ in subjects that they like. How do you like the following subjects?

	Very much	Some	O.K.	Not too much	Dislike
English					
Spelling					
History					
Social Studies					
Science					
Art					
Music					
Physical Educ.					
Home Economics					
Industrial Arts					
Typing					

How well do you achieve in these subjects?

	Very well	Well	Satisfactory	Fair	Poorly
English					
Spelling					
History					
Social Studies					
Science					
Art					
Music					
Physical Educ.					
Home Economics					
Industrial Arts					
Typing					

List the subjects that you like in which you do well. ______________________

____

List the subjects that you dislike in which you do not do well. ______________

____

Are there any subjects that you like in which you do not do well? ____________

____

Are there any subjects that you dislike in which you do well? ______________

INDIVIDUAL STUDENT ACTIVITY

Interview a worker in educational services and find out the following:

Job Title ______________________________

1. What duties do you perform:

____

____

2. What do you like about your job?

____

____

3. What do you dislike about your job?

____

____

4. How much education is required?

____

____

5. Do you have the opportunity to advance in this job?

____

____

6. What personal qualities do you feel are desirable for your job?

____

____

INDIVIDUAL STUDENT ACTIVITY

You have observed many teachers since you have been in school. Which of the following do you consider most important? Put a "1" beside the quality you feel is most important, "2" beside the one you feel is the next important, etc.

I like a teacher who:

( ) has a pleasant voice.
( ) is always well prepared.
( ) makes the class interesting.
( ) is friendly and kind to all students.
( ) makes everyone do their best.
( ) knows the subject well.
( ) is neat and attractive.
( ) has a pleasant way of controlling students.
( ) has an orderly classroom.
( ) has an interesting personality.

I am unhappy with a teacher who:

( ) works the class too hard.
( ) makes the class too easy.
( ) is seldom prepared.
( ) has a dull way of teaching.
( ) is not an interesting person.
( ) has an unpleasant voice.
( ) is not neat and attractive.
( ) favors a few people.
( ) doesn't know the subject well.
( ) has a poor way of controlling students.
( ) lets students become disorderly.

INDIVIDUAL STUDENT ACTIVITY

Would you like a career in educational services? Answer the questions below by checking the proper box.

	YES	NO
Do you like working with children?		
Would you like working with teenagers?		
Would you like to teach adults?		
Are you patient?		
Do you have a good sense of humor?		
Are you creative?		
Are you able to accept responsibility?		
Do you like to learn?		
Can you carry out plans until they are complete?		
Do you get along well with others?		
Would you enjoy working with people from all racial and religious groups?		

Unit 11

A CLEAN ENVIRONMENT FOR ALL

This unit is designed to be presented in
Science, Social Science, or Mathematics classes,
Grades 7, 8, or 9.

Here are the contents of Unit 11 of the Exploration Curriculum Guide. We suggest a careful reading of it before you read the text.

CONCEPT 143

INSTRUCTIONAL OBJECTIVES 143

CONTENT 143

  Background

  Wasting of Our Natural Resources

  Why is there Such Wasting of Resources?

  How are We Coping with the Situation?

  What is the Role of Government?

  What will Happen in the Future?

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Unit 11

A CLEAN ENVIRONMENT FOR ALL

CONCEPT

WE DEPEND ON PUBLIC SERVICE WORKERS TO DIRECT AND MANAGE PROGRAMS THAT WILL PROTECT AND PRESERVE OUR ENVIRONMENT

INSTRUCTIONAL OBJECTIVES

1. Ability to identify at least four present or past abuses of natural resources.
2. Ability to list six natural resources which governmental agencies are responsible for managing.
3. Ability to compare the general functions of workers within resources management.
4. Ability to compare the educational requirements, values, and competencies for various careers in resources management.
5. Ability to recognize that careers require different skills and abilities that must be mastered.
6. Ability to see the necessity for long-range planning in preparing for careers.
7. Ability to match their individual abilities and skills with the qualifications for a career in resources management.

CONTENT

Background.

In the 1960's, many Americans became aware for the first time that our environment was in serious danger. For the first time, Americans began to recognize the fact that our air was polluted, our wildlife was disappearing, and much of our water was unusable. "How did this happen?" people asked.

For years Americans had viewed their natural resources as abundant and costless. Forest areas seemed endless, waters teemed with a variety of fish, wild life flourished in many areas, and an unlimited supply of minerals lay beneath the ground. Americans were justly proud of the thousands of acres of rich topsoil that enabled us to have the highest standard of living in the world.

Wasting of Our Natural Resources.

Our rise from a nation of small farms and stores to the greatest industrial giant was at a great cost to our environment.

Land, an irreplaceable natural resource, was used in a haphazard way. Once land is modified, it cannot wholly regain its former condition. When highways and parking lots are paved, much of this land is permanently lost for agricultural use.

Topsoil is said to be more precious than gold. But soil, a resource replaceable only by centuries of nature's cycles, was repeatedly worn out by overuse and mismanagement, and the soil in many areas in our country (such as the cotton lands in the South) became depleted. When our forest lands were cleared for settlement, little thought was given to construction practices. Consequently, floods and fires caused many prosperous land areas to become victims of erosion.

Forestlands. Forests usually renew themselves, but without assistance from man, the process is very slow. Our ancestors badly abused our forest resources. Tens of thousands of acres were cleared, often wastefully, with no thought of reseeding or planning for future needs. Trees were cut down indiscriminately, and blight was not controlled. Our original areas of forest land have shrunk from a tremendous 822 million acres to about 149 million acres that can be classed as commercial forest and woodland.

Grasslands. Grasslands are important replaceable natural resources (under some conditions). Livestock and game animals depend on grassland and edible wood plants for support. The grazing lands of the buffalo, elk, and wild sheep were misused in the past. Animals were allowed to overgraze, killing the cover crops of grasses and shrubs that prevent erosion.

Minerals. Minerals are clearly irreplaceable. All of the minerals that will ever be on earth are present today. In the past, mountains were washed into rivers in the search for precious minerals. Dredging operations produced thousands of acres of sterile land.

Water. Water is an inexhaustible natural resource. However, it has been badly mismanaged. Factories, rural and urban dwellers, and vacationers all dumped raw sewage into our nation's waters. Disastrous oil spills made some of our water too contaminated to support wildlife and fish. Human wastes, detergents, and litter caused much of the water to become too polluted to use. The Cuyahoga River in Cleveland became so polluted that it actually caught fire. Many experts feel that the American side of Lake Erie is beyond help. Even the oceans are dreadfully polluted in certain areas.

Air. Although air is an inexhaustable natural resource, it, too, has been abused. When air becomes polluted, plant life is destroyed, animals are poisoned, and illnesses - emphysema, heart trouble, asthma, and bronchitis - become aggravated. Air pollution has caused deaths in many parts of the world, including London, England, and Donora, Pennsylvania. Air pollution disasters are caused by what is, fortunately, an unusual combination of weather conditions. With no wind to move polluted air out and a heavy mass of cold air on top to prevent its rise, air pollution is apt to reach the crisis level.

Why is there such Wasting of Resources?

At the root of our environmental problems is our American way of life - our search for luxuries, our preoccupation with new gadgets, and our dreams of affluent living. Americans are envied because of their appliances and shiny cars, but the factories that produce those gadgets spew waste into our rivers, and our luxurious automobiles are a major cause of air pollution.

Americans today are perhaps the best fed people in the world. In providing great varieties of food for the rest of the nation, our farmers have had to add synthetic fertilizers to the soil. In order to meet the demand for perfect crops, farmers have had to control pests and diseases by spraying artificial pesticides, which many experts feel are damaging to the environment.

Science and technology have played a major role in the achievement of the high standard of living we enjoy today. Synthetics and plastics have been developed, which are not only satisfactory, but often better than natural products themselves. However, some products, such as plastic, are environmentally destructive because they do not decompose. Then, too, the production of synthetics imposes a large burden on our natural resources. Not only are synthetics made from natural resources, but their manufacture creates enormous demands on water and power.

The demand for products to be packaged attractively has made packaging a major occupation, yet the packages in which we purchase our goods threaten to bury us in mountains of solid waste.

Our demand for consumer goods requires increased energy, and further depletes our natural resources. Our love for disposable items may seem inexpensive, but they result in a shabby and unhealthy environment.

Our staggering population growth makes our environmental problem worse. The population of the United States grew from 105.7 million in 1920 to 203.1 million in 1970. In a recent year Americans used approximately 118 trillion gallons of water, 132 million tons of iron, and 1.5 million tons of copper. Man has been mining coal for 800 years, but one-half of all the coal ever taken out of the earth was mined in the past three decades. The first oil well in the United States produced 9 gallons of oil per day. The daily output of oil wells in the United States is now more than 40 million times that amount.

How are We Coping with the Situation?

Public-service workers are dealing with the environmental damage which has already occurred, and are taking steps to prevent future damage. People who are managers of our natural resources analyze existing and future problems, and determine programs that will abolish those problems. Natural resource managers determine what types of action must take place to modify, protect, conserve, or improve our country's land, water, vegetation, and wildlife.

Fish and game wardens work in refuges, parks, preserves, and forests, enforcing the laws controlling hunting and fishing. They make sure that all hunters and fishermen have proper licenses, that no animals are taken illegally, and that the methods used by sportsmen are lawful. They make arrests and serve warrants when violations occur. Wardens must also collect information about the number of wildlife populations under their jurisdiction and the amount of food available to these animals.

Wildlife attendants may choose, care for, transfer, and incubate the eggs of fish and birds. They install and maintain racks and traps, and record data about wildlife for breeding purposes. Fish culturists watch over smaller fish while they grow, making sure that they stay healthy and strong. Fish hatchery managers are responsible for running the entire hatchery. After the fish have reached a certain size, they are released into our lakes and rivers.

Foresters are responsible for managing our nation's forests for recreation, economic, and aesthetic purposes. They insure that our timber is cut efficiently, and that our forest areas are reforested. They must patrol around the forest constantly to see what condition the forest is in and to spot potential sources of trouble. Foresters plan and direct the development of parks and picnic areas, direct fire fighting activities, and conduct programs that prevent soil erosion, floods, tree diseases, and pests.

Range managers are responsible for the care of our nation's rangelands, which cover nearly one billion acres. They constantly research and study better procedures in range development and provide assistance to owners of privately held grazing lands.

Soil conservationists study, analyze, and classify various types of soil to determine its proper use. They determine the soil's capabilities for growing different crops, and give advice to land owners about the best use of their soil.

A growing number of technicians research methods and ways of purifying our air and water. They install and maintain the equipment that is used to gather samples and monitor systems that detect air and water pollution. Analysts then determine the degree of contamination and make recommendations to improve our air and water. Other public servants who protect our natural resources include water treatment operators and solid waste disposal operators.

What is the Role of Government?

Local, state, and federal governments all play major roles in preserving our environment. All levels of government have passed pollution laws and have hired inspectors to enforce them.

Many federal departments are involved in resources management. The Department of the Interior's Bureau of Land Management administers over 470 million acres of federally owned land. The National Park Service administers the National Park System, and assists state and local agencies in park and recreation matters. Federal agencies plan, assist, and manage water storage projects, fish and wildlife refuges, national forests, and grasslands. The federal government researches ways of protecting our mineral resources, conserving our fish resources, and ways of disposing of solid waste. It also provides grants, loans, and technical assistance in many fields of environmental protection.

What will Happen in the Future?

Although public service workers are battling to protect our environment, it will be up to all Americans to win the battle. Perhaps we will have to change our consumer habits, change our life styles, and learn to live "ecologically sound" lives. We are a part of a larger "ecosystem," and we must learn to adjust to it. What our country will be like for future generations will depend on how wisely we use our natural resources. For this reason, workers in resources management are playing a growing role in our society.

TEACHER MANAGEMENT ACTIVITIES

- Arrange the class into small groups; i.e., air, water, solid waste, fish and wildlife. Have each group research and discuss local laws pertaining to their subject.
- Arrange for speakers from local resource management agencies to visit the class.
- Assign class to go through the classified ad section of the newspaper and clip all jobs in resources management.
- Provide students with high school course descriptions and point out those which are relevant to resources management.
- Make a list of the sources of pollution in your community.
- Ask the class to make a list of the animals that have become extinct. Make a list of animals which are in danger of becoming extinct.
- Leave a white handkerchief on a table for three days. After three days, let the class view the handkerchief under a hand lens or magnifier to observe the effects of air pollution.
- Arrange for your class to work in a much smaller area than usual. Ask them to tell how crowding affected them.
- Study the effects of noise pollution by comparing the class's work under quiet and noisy conditions.
- Role-play by dividing the class into five groups and simulate the situations listed:

  Group 1: The Wilson Manufacturing Company representatives. Their company would like to build a plant in your community. However, the company's plans show that the plant refuse will be dumped into the river.

  Group 2: The stockholders of the Wilson Manufacturing Company. If the company is not allowed to dump its refuse in the river, the stockholders will receive less profit.

Group 3: The people who will be employed by the Wilson Manufacturing Company. If the company is not allowed to build a plant, these people will be unemployed.

Group 4: Citizens for clean environment. They believe a clean environment is more important than industry. These people will not be dependent on the new plant.

Group 5: The Town Council. This group will decide whether the Wilson Manufacturing Company will be allowed to build the factory.

° Obtain a commercial water pollution detection kit and conduct classroom experiments.

RESOURCES BOOKS:

Our Polluted World, American Educational Publications, 1971.

Hello, World! Environmental Control, Ruth Love Holloway and Elaine H. Stowe, Field Educational Corp, 1973.

Man, Earth, and Change, Putnam's Sons, 1969.

Working Toward a Better Environment--Some Career Choices, U. S. Environmental Protection Agency, 1971.

The Conservation Story, American Education Publication, 1971.

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Air and Water Pollution, Lyons and Carnahan, 1969.

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Park Ranger: The Work, Thrills and Equipment of the National Park Rangers, Putnam's Sons, 1969.

Where the Action Is...A Career In Park, Recreation, and Conservation, National Recreation and Park Association, 1971.

Environmental Education for Everyone, A Bibliography of Curriculum Materials for Environmental Studies, National Education Association, Stock No. 471-14600, 1970.

Toward a New Environmental Ethic, U. S. Environmental Protection Agency, 1971.

Opportunities in Resource Management, U. S. Department of the Interior, Bureau of Land Management, 1971.

FILMSTRIPS:

Survival in a Polluted Environment, Key Productions, black and white, purchase), 1969.

The Conservation of Our Resources, (Ser. 9), Eye Gate House, (color, sound, purchase), 1970.

Our Water and Air, Coronet Films, (color, sound, purchase), 1970.

Water Conservation Today, Society for Visual Education, (color, sound, purchase), 1969.

Water and Its Conservation, Eye Gate House, (color, sound, purchase), 1970.

Land Conservation Today, Universal Educational and Visual Arts, (color, sound, purchase), 1969.

Mineral Conservation Today, Society for Visual Education, (color, sound, purchase), 1970.

The Conservation of Minerals, Eye Gate House, (color, sound, purchase), 1970.

Soil and Its Conservation, Eye Gate House, (color, sound, purchase), 1970.

The Conservation of Our Forests, Eye Gate House, (color, sound, purchase), 1970.

FILMS:

Basic Ecology, Encyclopedia Britannica Educational Corporation, (27 min., black and white, or color, purchase, 1969).

Alone in the Midst of the Land, NBC Educational, (27 min., color, purchase), 1970.

The Ravaged Earth, NBC Educational, (27 min., color, purchase), 1970.

Air We Breathe, Connecticut State Department of Health, (20 min., black and white, loan), 1969.

Air Pollution, Journal Films, (11 min., color, purchase), 1970.

The Poisoned Air, Carousel Films, (50 min., black and white, or color, purchase), 1969.

To Clear the Air, Connecticut State Department of Health, (22 min., color, loan), 1969.

With Each Breath, Serina Press, (29 min., color, loan), 1970.

Room to Breathe, NBC Educational, (26 min., color, purchase), 1970.

Troubled Waters, Serina Press, (28 min., color, loan), 1970.

Your Friend the Water, Serina Press, (6 min., color, loan), 1970.

Health and the Cycle of Water, Connecticut State Department of Health, (20 min., black and white, loan), 1969.

The Water Famine, Carousel Films, (54 min., black and white, purchase), 1969.

Sanitary Landfill: Open Dump Conversion, Connecticut State Department of Health, (13 min., color, loan), 1969.

Conserving Our Forests Today, Coronet Films, (11 min., black and white or color, purchase), 1970.

National Parks: Our American Heritage, Bailey Film Associates, (17 min., color, purchase), 1969.

No Turning Back, NBC Educational, (10 min., black and white, purchase), 1970.

Keep'em Out, Connecticut State Department of Health, (10 min., black and white, loan), 1969.

INDIVIDUAL STUDENT ACTIVITY

Wildlife managers have to identify plants and animals in nature areas. Fill in the chart below, showing five species of fish, game, birds, wild flowers, and trees that are common in your area.

Fish					
Game					
Birds					
Wild Flowers					
Trees					

INDIVIDUAL STUDENT ACTIVITY

Wildlife managers often compare the number of animals in one area to the number of those animals in another area. They also compare the size of animals in an area to the size of animals in another location.

Choose an animal that is frequently found in your neighborhood. Select two areas that you would like to compare. (Example: Cats near the school, compared with cats close to the highway). Walk through each area and record the number of animals found in each area in a certain time length.

You may wish to compare the areas two times a day:

Time __________ Area #1 __________ Time __________ Area #2 __________

Time __________ Area #1 __________ Time __________ Area #2 __________

Have the activities of man caused a difference in the two areas? ____________

____

____

What other conditions could have caused the differences in the number of animals observed?

____

____

____

____

INDIVIDUAL STUDENT ACTIVITY

Choose a worker in resources management. Using research material and interviews, find out the information below.

Occupation: ______________________________

I. Educational Requirement:

____

____

Relevant High School Courses:

____

____

Job Performance:

____

____

Salary Range:

____

Desirable characteristics, interests, abilities, and values:

____

____

2. Tell how your own characteristics compare with those recommended for this occupation.

____

____

____

Unit 12

DIRECTING
COMMUNITY GROWTH

This unit is designed to be taught in
Social Science, Mathematics, or Language Arts Classes,
Grades 7, 8, or 9

Here are the contents of Unit 12 of the Exploration Curriculum Guide. We suggest a careful reading of it before you read the text.

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Unit 12
DIRECTING COMMUNITY GROWTH

CONCEPT

PUBLIC SERVICE WORKERS PLAN AND CONTROL THE DEVELOPMENT OF OUR COMMUNITIES

INSTRUCTIONAL OBJECTIVES

1. Ability to identify problems in the field of rural, urban, and community development.
2. Ability to identify the major job families in rural, urban, and community development.
3. Ability to list the educational qualifications and desirable course work for jobs on the entry, skilled, and professional levels of employment in this job family.
4. Ability to match own interests and abilities with skills and activities found in community planning.

CONTENT

Background.

When our forefathers landed on the shores of this country, they were awed by the seemingly unlimited amount of land that they found. Pioneers who came from Europe where land was scarce, expensive, and often of poor quality, were overwhelmed at the sight of acres of rich land that could be acquired for little or no money. Since there was such a superabundance of land, there was little interest in controlling land use. As most of the nation was composed of farmers, there was a strong belief in private property rights. The right to buy and sell land and to do what one wants to do with it became a fundamental principle in the American way of life.

What is "land"? Is it a commodity, the function of which is to enable its owner to make money? Or is it a resource which can only be rented by generation after generation! Actually land is both a commodity and a resource. Although we are free to buy and sell land to make a profit, we must also treat land as a resource that must be conserved.

If one traveled from the Pacific Coast to the Atlantic Coast, it would be easy to conclude that there is an abundance of land today. Actually, land is scarce. Our population is growing at a staggering rate, but land, as a fixed resource, remains constant. Some cities have tried to gain more land area by building out into rivers and oceans, but there is a limit to how much land can be gained in this way.

Competitive Uses for Our Land.

Not only is available land scarce, but there is a great competition for the land that does exist. If we look around, we can see some groups who are competing for land for various reasons:

Need for Food. We must have land for growing crops and raising farm animals. We must keep in mind that once an agricultural area is paved, it can never wholly revert to its natural state. As our population increases, our need for food will rise dramatically. Some experts are already predicting that there will be dire shortages of food in the near future.

Need for Shelter. Our need for shelter makes it necessary for us to use a large portion of our land for housing. Everyone needs a certain amount of space to be comfortable. When individuals are deprived of adequate space, their well-being becomes affected and disastrous results are apt to occur. Although many Americans live on large over-sized lots, a vast number of Americans live in crowded conditions, with too many families jammed together in very little space.

Need for Industry. Much of our land is taken up by business and industry. Of course this is a necessity, too, for without business and industry, many residents would be without jobs! Many communities actively seek to induce industries to open factories in their town to aid the community's economic development. The taxes paid by business and industry are a large percentage of the total taxes taken in by many local governments. Without industry's tax money, local governments would be unable to provide many services needed by the residents of their communities. Although our communities need business and industry, they do take up valuable land. Many factories now cover acres of what was once rich, agricultural land.

Need for Community Services. Providing services for a community requires land. Think about the land used for fire stations, police stations, government buildings, and schools!

Need for Transportation. One of the costliest ways in which land is used is using it for transportation. Highways, streets, parking lots, and automobile junkyards all consume a large portion of our land. Yet we must have transportation systems to transport goods and people! Getting to work without our highway and street systems would be an impossible task for many Americans today.

Need for Recreation. Most of us like to "get away from it all." But getting away from the hustle and bustle of community life often means going to a huge land area used for recreational purposes. Recreation enhances our well-being, but parks and playgrounds often cover acres of valuable land.

Need for Open Space. People get warm feelings from viewing open space or "green belt" areas around their communities. Green belts lessen the sense of being crowded and are aesthetically pleasing to view. But open space areas are rapidly disappearing. People who love to drive in the country often find themselves entering one suburb while leaving another. What is causing this phenomenon?

Americans are rapidly deserting rural areas and are migrating to the city-suburban areas. Farm land, in turn, is being used up for cities and suburbs. We now speak of metropolitan areas, defined as areas with populations greater than 50,000 people. Many times the suburbs surrounding one city connect with the suburbs surrounding another city, forming one huge megalopolis.

City Planning - One Answer.

City planners must grapple with the problems of today, in addition to anticipating problems that could emerge in the future. They must decide what improvements are necessary, how the land can be best used, and how to make the area attractive. They must decide which needs of the community are most crucial, and should be solved as soon as possible. Each community has its own distinct flavor, therefore city planners try to preserve the uniqueness of the community they serve.

In order to direct community growth, city planners develop a master plan for their locale. Master plans show where the residential, industrial, and commercial growth will be. Space must be provided for hospitals, parks, fire and police protection, hospitals, and recreational facilities. Planners must be knowledgeable about traffic patterns, electrical supplies, and the availability of water presently and in the future.

The planner's task is not an easy one. Since many physical, social, and economic factors are interrelated, the planner must proceed carefully. For instance, the construction of an expressway between the center of a city and a suburban area may offer better mobility to one group of citizens, but it may destroy the neighborhood of another group of people, and possibly create a slum into which the displaced people will crowd. Perhaps it will cause a marsh to silt up and thus deprive wildlife of their breeding grounds.

Public service workers try to see the beneficial and harmful consequences of their decisions, weigh them against each other, and then recommend the proper actions to be taken.

Urban Renewal - Applied City Planning.

Although the city planner's dream is to design a complete new city, most are faced with old and decaying neighborhoods in the city's inner core, which are trash-filled, rat-infested slums. Many residents of slum neighborhoods have economic, social, and physical problems that prevent them from buying or renting homes in better neighborhoods. The city planner must decide which buildings can be rehabilitated and which ones must be cleared away. This process is called *urban renewal*.

Urban renewal is a difficult matter because many people, particularly elderly citizens, have strong ties to their existing neighborhood and resist efforts to destroy it, even if the new surroundings are considered better. Then, too, suitable housing must be found for those people who are displaced by urban renewal. Many cities hire urban renewal aides to assist these people to find suitable housing, and to adjust to their new surroundings after their neighborhoods have been renovated. Unfortunately, the buildings that replace the former ones often cost more than the displaced residents can afford.

Many communities have erected low-income housing units run by project managers to meet this need. Tenant aides help former slum residents learn how to care for their homes, establish household routines, and to spend their money wisely. Without this assistance, the new housing development could deteriorate into a slum area again.

Since the cost of urban renewal is great, most of it is financed by the federal government. The federal government has spent many millions of dollars building model neighborhoods in 150 cities. This effort has often been called the "model cities" program.

Building and Zoning Laws - Another Answer.

What causes slums? Slumlords often subdivide buildings into tiny, inadequate apartments, which results in overcrowded conditions. Faulty construction of houses also causes slums to develop.

Communities have sought to prevent the development of slums by passing *building* and *zoning* laws. *Zoning laws* were designed to prevent land from being used in a manner that would depreciate the value of neighboring land. Zoning is simply a process by which residents of a local community examine what people propose to do with their land and decide whether or not they will let them do it. Zoning laws restrict the types of buildings that can be constructed in any area of a community. They may prohibit the building of residences in an industrial area, or the building of a factory in a residential area.

Building codes also control and direct the types of buildings that can be built in an area. Specifications such as wiring and building materials are covered in building codes.

Building and zoning laws, however, must be enforced. Building inspectors are responsible for the health and safety of citizens in residential, commercial, and industrial buildings. Therefore, they inspect buildings and building construction for compliance with local building codes. Zoning inspectors check to see whether the land and buildings are used according to established zoning codes.

Requirement for City Planners.

At the present time, the area of rural, urban, and community development is one that is expanding at a tremendous rate. Almost all communities in America are involved in planning and controlling community growth, and this in turn has created great demands for both professionals and paraprofessionals in this field.

City planning usually requires a college degree in architecture, landscape architecture, or engineering, or in one of the social science fields. A master's degree is most desirable. High school graduates with a knowledge of drafting can become planner's aides. The paraprofessional level of planning technician often requires an A.A. degree in city planning. Anyone who would like to enter this field should take as much math as possible, drafting, mechanical drawing, and art.

Entry-level jobs in building, zoning, and drafting usually require a high school education or its equivalent, with some knowledge of drafting or its related fields. Two years of post-secondary work or experience are often required for zoning technicians and surveyors. At the professional level, five years of experience in housing, construction, architecture, or engineering, plus three or more years of college, are required.

A college degree in public or business administration is a requirement for becoming a project manager. One can become an urban renewal aide, however, with two years of college work.

As America continues to grow, many more public-service workers who plan and control the development of our communities will be needed in the future.

TEACHER MANAGEMENT ACTIVITIES (FOR LARGE GROUPS OF PUPILS)

- Divide the class into small groups to develop the parts of a community's master plan. Each group will select one of the following community needs, and will sketch where those facilities will be on the master plan:

  recreation,
  education,
  business and industry,
  residential areas,
  cultural and entertainment facilities,
  transportation,
  city services,
  green belt and agricultural areas.

  After each group has completed its part of the master plan, ask all of the groups to work cooperatively to prepare a master plan. Provide a large sheet of paper for this activity. Each group should be allowed to express its opinions on each part of the plan. The teacher may wish to resolve conflicts by majority rule.

- Compile the results of the community action surveys. Determine which needs are most critical to each age group.

- Discuss the master plan for your community.

- Assign students to do a report on one of the following city planners: Major Pierre Charles L'Enfant, Benjamin Banneker, Le Corbusier, or Lucio Costa.

- Obtain the schedule of courses offered at the high school in your area and discuss the courses that relate to rural, urban, and community development.

- Invite an urban planner, a building inspector, or a zoning technician to make a presentation to the class on the opportunities in this field.

- Prepare a bulletin board about area planning problems.

- Arrange for students to visit a local planning, urban renewal, or development agency, and view on-the-job activities in this occupational area.

- Arrange your class in four groupings. Each group will research and discuss one of the four major job families in the field of rural, urban, and community development--planning; building and zoning; acquisition; or community action. Each group will list and discuss the functions and duties of workers, and the recommended qualifications of workers in their category.

- Role-play (simulate actions) for these types:

Student one:	A farmer who has rich, agricultural land to sell;
Student two:	A business man who would like to build a shopping center;
Student three:	A real estate developer;
Student four:	A community recreation leader;
Student five:	A factory owner who will employ many people.

  Students 2, 3, 4, and 5, will make presentations to Student 1, trying to convince Student 1 that they should be allowed to purchase the land. The class will decide individually which student has presented the best arguments and has won the right to buy the land.

- Discuss the following questions:

  Where are low-income families and the more affluent families most likely to live in a community?

  What problems exist when the poor are concentrated in the inner city?

  What are the advantages and disadvantages in the various means of aiding low-income families in housing (i.e., rent supplements, housing projects, low-income single dwellings)?

  How do physical surroundings affect the well being and outlook of people?

  Why do elderly residents of a community have a difficult time when their neighborhoods are rehabilitated by urban renewal?

  What are the advantages and disadvantages of living in the inner-city? What are the advantages and disadvantages of living in the suburbs?

RESOURCES

BOOKS:

Challenges in Our Changing Urban Society, Laidlaw Brothers, 1970.

Sick Cities, Penguin Books, 1969.

The Changing City, Ginn and Company, 1969.

Exploring the Urban World, Globe Book Company, Inc., 1972.

The City as a Community, Washington Square Press, 1970.

Making Cities Better Places to Live, Business Week, August 22, 1970.

Urban Process: Planning With and For the Community, Architectural Record, May, 1969.

The City in the World of the Future, J. B. Lippincott, 1969.

The Challenge of Urban Planning, American Institute of Planners, 1970.

Citizen Participation in Urban Development, Volumes I and II (Ser. 2), NEA, 1969.

Career Opportunity: Community Service and Related Specialists, J. G. Ferguson Publishing Company, 1970.

Urban Planner, Chronicle Guidance Publications, 1970.

Employment Outlook for Urban Planners, U. S. Department of Labor, 1971.

Unusual Careers, Martha E. Munzer, Alfred A. Knopf, Inc., 1970.

Can I Be a Draftsman?, General Motors, 1968. (Free).

Tenant Services Personnel: 48 Job Descriptions from Large Housing Authorities, National Association of Housing and Redevelopment Officials, 1970.

FILMSTRIPS:

The City as a Community, McGraw-Hill, 1969.

Planning a Community, Visual Education, 1969.

Planning Our Cities, Wayne State University, 1969.

Planning Our Cities, Key Productions, 1969.

City and Suburb: Crisis and Opportunity, Key Productions.

Building Our Cities, Visual Education, 1969.

Dependence on City Workers, Curriculum Materials Corp., 1969.

Your Future as a Draftsman, Vocational Education, 1970.

FILMS:

Community, Indiana University A-V Center, (59 min., 16 mm., black and white, sound), 1970.

Overload in the Cities, CENCO Education Aids (15 min., 8 mm., color, sound), 1969.

The Changing City, Churchill Films, (16 min., 16 mm., black and white or color, sound), 1970.

Urban Sprawl, Arthur Barr Productions, (15 min., 16 mm., color, sound), 1970.

Don't Crowd Me!, CENCO Education Aids, (15 min., 8 mm., color, sound), 1969.

Big City--1980, Carousel Films, (52 min., 16 mm., black and white, sound), 1969.

A Different Kind of Neighborhood, Universal Education and Visual Arts, (22 min., 16 mm., color, sound), 1969.

VIDEOTAPE:

Where To? The City and The Future, MPATI, (20 min.), 1969.

MULTIMEDIA:

Urban Life Series Library, Society for Visual Education, 1969.

INDIVIDUAL STUDENT ACTIVITY

Community action leaders take surveys to determine what the most critical needs of their communities are. Fill out the chart below by interviewing ten residents of your community and asking each resident to choose the one aspect of your community that needs the most improvement. Try to include every age group in your sample.

	Residents									
Improvement Needed	1	2	3	4	5	6	7	8	9	10
Police protection										
Fire protection										
Parks										
Recreation center										
Better lighting										
Better schools										
Better transportation										
Better homes										
Day care center										
Senior Citizens activities										
Closer Medical facilities										
Better trash collection										
Street maintenance										
Museums & libraries										
Sports & entertainment										
Traffic lights										

Age of Resident										
0 - 18										
18 - 30										
30 - 55										
Over 55										

INDIVIDUAL STUDENT ACTIVITY

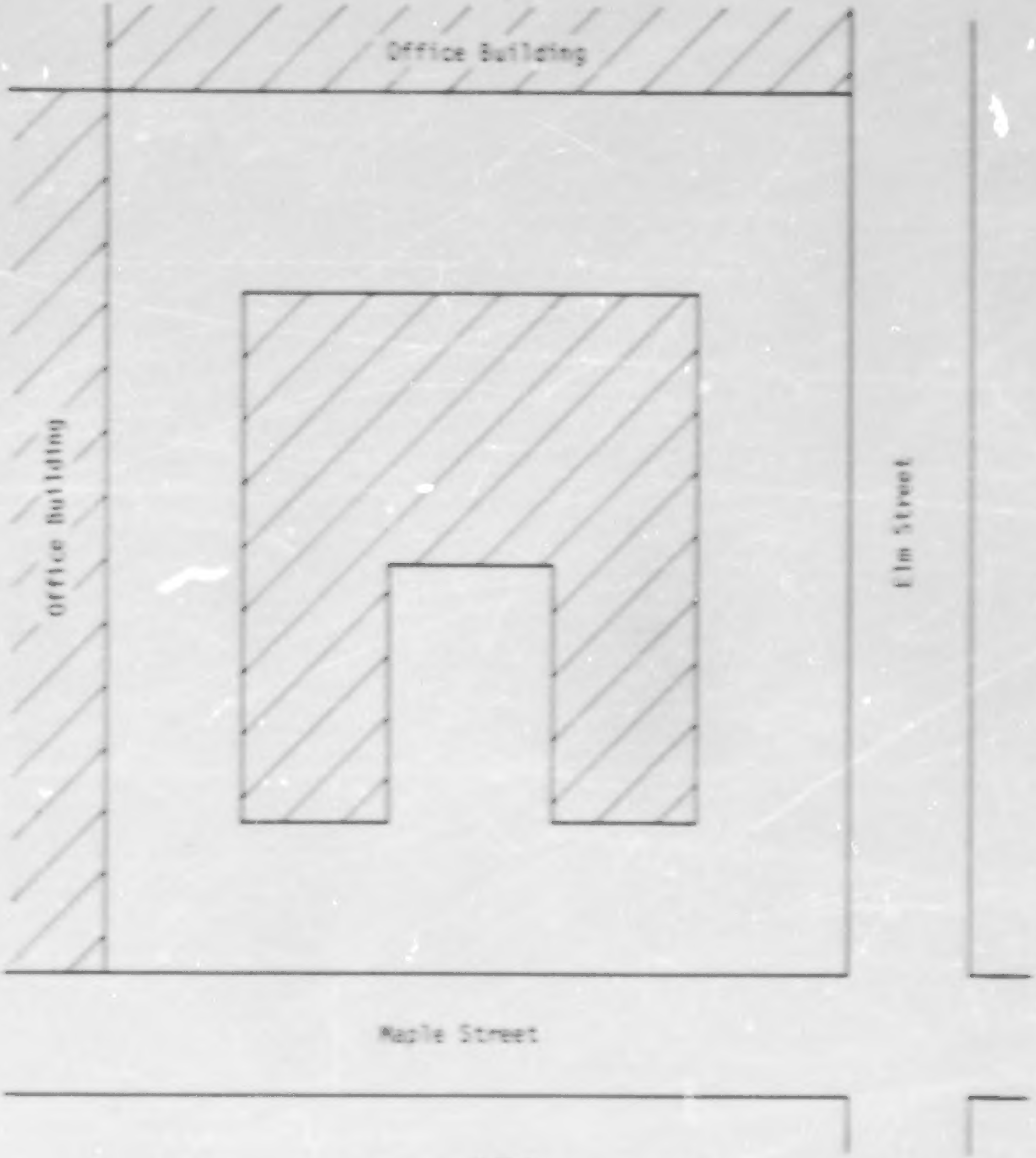
Find out the following information about one house or building and fill out the chart below. You may wish to use a building that is under construction at the present time.

Building: ____

Number of families in the building	
Zoning	
Size	
Location from road	
Foundation materials	
Roof material	
Wall construction	
Plumbing construction	
Electrical wiring	

INDIVIDUAL STUDENT ACTIVITY

Landscape architects make buildings, highways, parks and recreation areas attractive. How would you landscape the building shown? It will be the new city library.


Office Building
Office Building
Elm Street
Maple Street

INDIVIDUAL STUDENT ACTIVITY

On the graph paper reproduced on the next page, make a floor plan of a one-story elementary school to scale (1/16" = 1 foot). On the graph paper, you will notice that every tenth foot has been accentuated. Include:

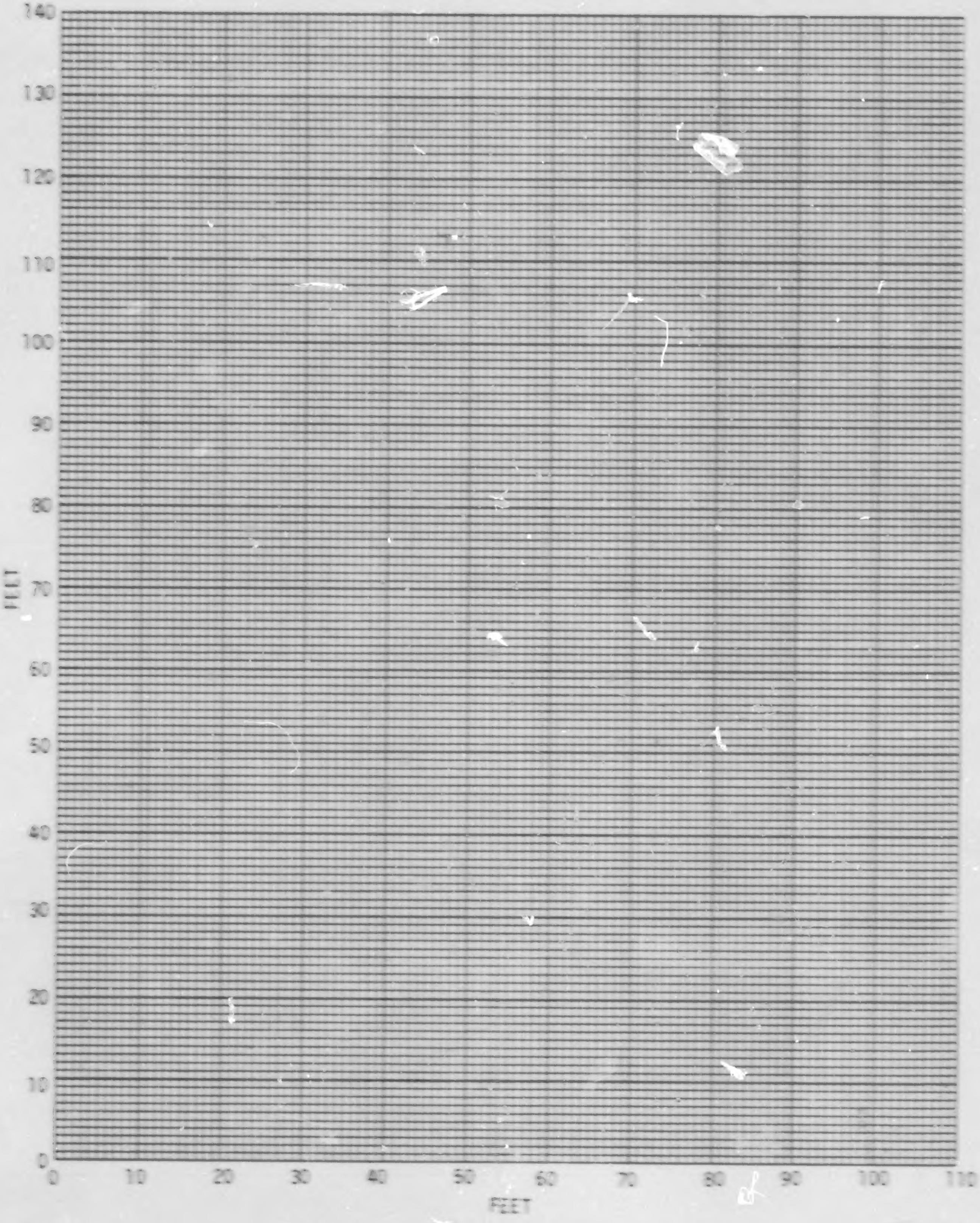
- 12 classrooms (for 30 children each) of 900 square feet each.
- Halls 10 feet wide.
- A media center, gymnasium, cafeteria with kitchen, office nurse's office, individual rooms for music, speech therapy, and reading difficulties, storage and janitorial areas, and a heating plant.
- One square foot of lavatory area per student.
- Teacher's room and lavatory area for adults.

No point in the building must be more than 100 feet from an outside exit.

After you have completed your drawing, answer these questions.

What is the total area of your school?

If building costs are $35 a square foot, what is the total cost of your building?____________________.


140
130
120
110
100
90
80
70
60
50
40
30
20
10
0
FEET
0
10
20
30
40
50
60
70
80
90
100
110
FEET

Unit 13

ENFORCING OUR LAWS

This unit is designed to be presented in
Social Science classes, Grades 7, 8, or 9

Here are the contents of Unit 13 of the Exploration Curriculum Guide. We suggest a careful reading of it before you read the text.

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CONTENT 173

Need for Law Enforcement

Why are Laws Broken?

Duties of City or Local Law Enforcement Officers

Investigating Criminal Actions

Holding Suspected Violators for Trial

Other Law Enforcement Groups

How to Become a Law Enforcement Officer

Women in Police Work

Organization of Police Departments

Crime - A Serious Problem

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Unit 13

ENFORCING OUR LAWS

CONCEPT

PUBLIC SERVANTS PROTECT OUR LIVES AND OUR PROPERTY

INSTRUCTIONAL OBJECTIVES

1. Ability to know the reasons for law enforcement agencies.
2. Ability to list some of the factors that may cause crime.
3. Ability to identify various law enforcement agencies and explain their functions.
4. Ability to list the major jobs in law enforcement and their duties.
5. Ability to explain the qualifications for major jobs in law enforcement.
6. Ability to recognize that people vary in physical characteristics.
7. Ability to recognize that people vary in emotional reactions.
8. Ability to recognize that careers affect life style.
9. Ability to see the importance of interpersonal relations in public service occupations.

CONTENT

Need for Law Enforcement.

Can you imagine what it would be like if you lived in a society that had no laws? What would it be like if people were allowed to steal each other's property, to injure and kill each other at will? The weak and helpless would be left at the mercy of the strong and the cruel. Everyone would live in fear for their lives and their property. No one would have a sense of well-being.

Societies make laws so that all people will be protected. When laws are broken, all individuals are endangered.

Laws are meaningless if they are not enforced. It would be difficult for every citizen to protect his own life and property. Daily living does not leave each individual enough time to enforce community rules. Protection of lives and property is a twenty-four-hour-a-day job, and the other daily activities performed by the members of the community must also be executed.

Communities once used sheriff's posses and vigilantes to enforce rules. But today these methods are considered unsatisfactory because they depend on untrained people. And too, these methods would be useless in modern day society with its extensive areas that have to be covered. Automobiles, expressways, and airplanes make it easy for the modern-day lawbreaker to commit a crime and get away rapidly. In a complex society such as America is today, new inventions and changing conditions make crime prevention and detection too difficult for untrained and unorganized people to handle.

Why are Laws Broken?

Criminologists are not sure why people break laws. Although many Americans live in affluence, a sizeable part of the American public also, unfortunately, lives in environments of poor housing, poor schools, poverty, and unfavorable social conditions that breed crime.

America today is undergoing massive changes in its philosophical, ethical, and moral structure. Old ways and laws are being challenged daily by people who wish to do things in a different way. This often brings them into conflict with existing laws and regulations.

Other reasons for law breaking could result from the fact that our laws are not uniform in each state. There are two basic types of crimes in the United States, felonies and misdemeanors. Felonies are by far the more serious, and are usually punished much more severely than misdemeanors. Some criminal actions are considered as felonies in some states, and misdemeanors in others. Some actions, such as gambling, are considered legal in some states, while they would be illegal in others. In general, an act is criminal if it is included in the criminal law of the state. However, there are federal laws which every citizen must obey. These include laws against treason, nonpayment of taxes, and kidnapping.

There are many other suggestions offered by criminologists to explain why people break laws. People who are deprived of good homes and jobs often feel hostile toward society and see no reason why they should not break the law for them. Others who feel hostile toward their family, boss, or parents may strike out at innocent people. While some criminologists place the blame on environment, others tend to believe heredity plays a larger part in determining who will break the law.

It is generally agreed, however, that people who are crowded together in slum areas filled with poverty and hopelessness are more apt to commit crimes. On the other hand, crimes committed by white-collar workers, such as embezzlement and fraud, are also increasing rapidly. This leads many people to believe that it is all right to gain wealth by any means. And, of course, there are those who commit crimes strictly for "kicks."

Whatever the reasons may be for crime, people must protect themselves from lawbreakers by strictly enforcing society's laws.

Duties of City or Local Law Enforcement Officers.

Police officers are local government employees whose job is to:

prevent crime,
arrest lawbreakers,
regulate people in noncriminal activities,
perform public duties.

Policemen who work in a small community usually have varied police duties. In a single day, they must direct traffic at the scene of a fire, investigate a housebreaking, and give first aid to an accident victim. In a large police department, officers are usually assigned to a specific duty. Most policemen are on traffic or patrol duty.

Traffic officers enforce laws relating to traffic, parking, vehicles and vehicle operators, and pedestrians. Their main purpose is to keep the community's streets and highways safe. In order to do this, they investigate accidents to see why they happened, and teach drivers how to avoid collisions. Traffic accidents cause the death of over fifty thousand people every year, and hundred of thousands more are injured in traffic accidents. Traffic officers have the added responsibility of regulating the flow of traffic. With the rapid increase of the number of motor vehicles on the road, they must investigate increasingly larger numbers of accidents, and arrest or ticket more violators.

Crimes that must be further investigated are handled by detectives and other groups, such as the "crime laboratory." Detectives investigate the crime, arrest suspected criminals, recover stolen property, and prepare the case for court.

Crimes involving juveniles, too, are on the rise. Although officers try to prevent juvenile delinquency, they must be just as firm in arresting juveniles as they are when they arrest adults. Many times special officers are assigned to work with juvenile offenders. These officers have ability in working with young people and have experience with working with parents.

Patrolmen prevent crimes and arrest persons whom they catch in criminal activities. One of the major reasons for patrol is to convince the would-be criminal that it would be unsafe to break the law. An active patrol cuts down the opportunity for crime to occur. Patrolmen also preserve the peace at public gatherings where disturbances are likely to happen. They answer and dispose of complaints, investigate crimes, and arrest the offenders. They are responsible for preserving evidence and must make reports about the crime. Sometimes patrolmen spend part of their days in court, as they are frequently called upon to testify in court cases.

Investigating Criminal Actions.

The detection of crime and the apprehension of criminals in today's society depends on scientific and thorough investigations. There are three basic types of investigations:

- because of violations of the criminal, traffic, health, and sanitation laws;

- checking the character and background of people to find out whether they may be trusted in responsible positions;

- to determine the conditions or circumstances which cause or may result in crimes.

Policemen gain information from people who may identify the offender; give a description, and indicate the method of escape; tell what was taken and how the incident happened; or offer ideas as to who the guilty person might be.

Objects also provide information which is more reliable than eye witnesses, who are often too emotional to be accurate. Careful examinations of physical changes in the victim and the suspect (such as injuries) can determine the type of weapon used in the crime--it may have been, among others, a gun, a broken bottle, or a chemical. All broken objects, such as windows, doors, headlights, and bumpers, are examined; so also are objects that are marked or dented. Things which have been moved (such as furniture) and objects that have been destroyed can give valuable clues to the investigator. Materials can be taken by the suspect from the victim. The property of the victim, tools, blood, hair, and clothing fibers, can be transferred from the victim to the suspect. Bullets, tools, paint peels from car accidents, matches, and fingerprints may be left accidentally at the scene. The most important piece of evidence that an investigator can obtain is a fingerprint, because no two fingerprints are alike.

Holding Suspected Violators for Trial.

While suspects are waiting trial, they are placed in jail. Jails are the oldest places of detention. More than one million people pass through the nation's jails every year. Unfortunately, many of our jails are not equipped to handle this large number of people. Complicating this problem is the fact that many people must wait months before their cases can be heard in court, even if they are innocent. This means that those people who can not raise bail (most often the poor) must remain in jail. The jailer must decide what to do with the sick, the insane, the drug addict, and the alcoholic, as well as women and children for whom there are no other facilities. The first offender as well as the hardened criminal must be confined and cared for.

Jailers must see that the accused are held safely and fed adequately, and that the conditions of jail are sanitary. They must be concerned with the safety of the prisoners as well as the safety of the staff.

Other Law Enforcement Groups.

Counties, too, have law enforcement units, usually called Sheriff's Departments. While sheriffs are law enforcement officers, they are required to also collect taxes, provide jurors, and serve divorce papers or eviction notices. These duties are handled, in some localities, by other officers called "marshals."

While most citizens are familiar with local police, there are others who are not as visible who work at the state and federal levels of law enforcement. State Highway Patrolmen or troopers are mainly responsible for safe highway transportation. They make sure that the state's laws are obeyed, and give tickets to violators. As highway patrolmen are often the first to arrive at an accident scene, they call ambulances, give first aid to injured, and direct traffic away from the crash site. They also provide service to motorists who are lost or have mechanical trouble. State policemen also have crime laboratories which enable them to identify and apprehend criminals. Narcotics bureaus and alcoholic control departments also have statewide jurisdiction.

Federal agencies have no geographic boundaries except the borders of the country. They cooperate with state police and the police of foreign governments as well. The alcohol and tobacco tax special investigators of the Internal Revenue Service track down liquor law violators from the dens of country moonshiners to big city stills. They are responsible for the investigation, detection, and prevention of violations of the liquor, tobacco, and firearms laws.

Narcotic agents have one of the most dangerous jobs in law enforcement--curbing illegal drug and narcotic traffic. They investigate violations and often make raids to arrest the violators and seize the drugs. Undercover agents infiltrate the underworld to obtain information about nationwide and international drug traffic.

Secret service agents have two responsibilities:

- They must protect the President and members of his family;

- They are also responsible for detecting counterfeit money and forgery of currency, checks, and bonds of the United States.

The Federal Bureau of Investigation investigates violations of Federal laws and collects evidence in cases in which the United States is an interested party. These involve such crimes as kidnapping, bank robbery, extortion, espionage, and sabotage.

How to Become a Law Enforcement Officer.

Qualifications for jobs in law enforcement vary from one position to another. Narcotic, Internal Revenue, and Secret Service Agents must be college graduates. FBI agents must be law school graduates or college graduates who have majored in accounting.

State and local policemen must be high school graduates. However, police departments are now emphasizing college training. Consequently, many officers are now taking law enforcement courses at colleges and universities. Courses considered helpful in preparing for a police career include English, American history, government, business law, physics, and physical education. Some officers take advanced training in police science, administration, law enforcement, or criminology.

Young people who have graduated from high school can work in some large cities as police cadets, or trainees, while still in their teens. When they reach 21, they may be appointed to the police force. Eligibility is determined by performance in a competitive examination.

Applicants for law enforcement work must pass stiff physical examinations which include strength and ability. They must have excellent hearing and vision, normal color vision, and no physical defects that would keep them from doing their duty. There are weight and height requirements which must be met.

There are other qualifications that police officers must possess. Police officers must be sound mentally as well as physically. They must not have committed any crimes. They must be fair and courteous to all citizens, regardless of race or ancestry.

Before their first assignments, policemen usually go through a period of training. In smaller communities, the instruction is given informally while the recruit works with experienced officers. Extensive training, such as that provided by large departments, may last several weeks or months. During this training, recruits must learn law, civil rights, and procedures relating to accidents, patrol, traffic, and investigations. Recruits also learn how to use a gun, defend themselves, give first aid, and deal with emergencies.

Women in Police Work.

An increasing number of city police departments are using women on their police forces. Policewomen are generally assigned to work with women and young people. They work with juvenile delinquents, locate lost children and runaways, and cooperate with parents, social agencies, and school officials to control delinquency. Policewomen also search, book, and attend to women in jail. They serve warrants, attend hearings, and testify as witnesses in court. They are frequently called upon to address community organizations on police matters.

The role of the policewoman is changing. More and more communities are using women on regular patrol duty where they are expected to apprehend and arrest male and female violators.

Organization of Police Departments.

Police departments today are highly organized. Patrolmen are supervised by Sergeants. Desk Lieutenants usually are in charge of communications. Some smaller departments do not have Sergeants, but have Lieutenants who supervise the men and do administrative duties.

The Captains are above the Lieutenants, and are usually in charge of a region, such as a station or a precinct. Larger departments may have Inspectors, who are in charge of police functions such as patrol, training, or records. The Deputy Commissioner or Deputy Chief of Police, as he is sometimes called, runs the Department in the absence of the Chief of Police, which is the highest rank of the Department. The Commissioner or Chief sets the policy for the Department, and is responsible for all its activities.

Crime - A Serious Problem.

Many people feel that crime in the United States is increasing rapidly. Some see it as our major problem. The cost of crime in our communities is staggering. Although we depend on public-service workers to enforce our laws, the prevention of crime is the responsibility of every citizen. When one person is robbed, injured, or killed, the well-being of everyone is threatened.

TEACHER
MANAGEMENT
ACTIVITIES

- Discuss the need for rules at home, in school, and in games.
- Ask students to list rules that protect our lives and property.
- Demonstrate how we depend on law enforcement officers by dividing the population of your local community by the number of local law enforcement officers.
- Demonstrate how citizens depend on police officers by dividing the area of your community by the number of officers that serve it.
- Ask students to collect newspaper clippings about law violations and state which law was broken.
- Divide the class into small groups and ask each group to research and report on one of the following:

    Police training.
    Police organization.
    Police duties.
    Modern methods of controlling and preventing crime.

- Assign students to write a science-fiction account of police work in the future.
- Arrange for law-enforcement officers to visit the class.

- Arrange for students to visit local police facilities.
- Arrange for five students to walk through the classroom doing an activity with an object. After the last student has walked through, ask the students to describe the person, activity, and object of each person who walked through.
- Arrange for students to observe the handwriting of everyone in the class. Put papers without names on the board and ask students to identify the person who wrote each paper.
- Discuss the individual student activity concerning the characteristics of good policemen. Although each question should be answered "no," allow for differences of opinion as different circumstances can cause varying types of reaction.

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Booked for Safekeeping, U. S. National AV Center, (33 min., black and white, purchase), 1969.

The Traffic Officer in Court, American Mutual Insurance, (10 min., black and white, purchase), 1969.

Justice Delayed, Justice Denied, Carousel Films, (40 min., black and white, purchase), 1972.

INDIVIDUAL STUDENT ACTIVITY

Jane Roberts was a seventh grader. She lives with her mother, stepfather, and half-sister. Jane felt that her sister was the favorite child of her parents.

Jane's family had just moved into the neighborhood. Sam Johnson Junior High School has 1,000 students. Jane felt lonesome because she did not know any of her schoolmates well.

The work at Sam Johnson was very hard, so Jane was not sure she could get average grades.

Finally a group of girls noticed Jane. Jane was flattered to be in the group because she felt the girls in the group were better looking and better dressed than she was. They lived in the better part of the neighborhood, too.

Jane's new group of friends liked to shoplift for kicks. But the first time Jane tried to shoplift, she was caught.

What do you think caused Jane to break the law?

INDIVIDUAL STUDENT ACTIVITY:

What makes a good police officer? Check "yes" beside each statement that you agree with, and "no" beside each statement with which you disagree.

YES NO

____ ____ 1. A police officer should seldom smile, so that people can see that he is firm.

____ ____ 2. It is not important if a police officer's grammar is poor.

____ ____ 3. Police officers should do most of the talking when they stop people.

____ ____ 4. When suspects become violent, it is all right for the policeman to use foul language.

____ ____ 5. When stopping teenagers, officers should remember to treat them like delinquents.

____ ____ 6. It is not necessary for policemen to be neat in this day and age.

____ ____ 7. When officers are off duty, they can drive anyway they wish.

____ ____ 8. Officers should use teenage language when talking to young people.

____ ____ 9. When a young person uses wisecracks, the officer should use them, too.

____ ____ 10. The best police officers use sarcasm often.

____ ____ 11. It is best to hit the suspect, then talk later.

____ ____ 12. Officers should be harder on minority-group members because they are dangerous.

____ ____ 13. People who are good natured make poor policemen.

____ ____ 14. It is not ncessary for a policeman to be intelligent.

____ ____ 15. Policemen should not arrest important people who have broken the law.

____ ____ 16. People who feel sorry for people in trouble should not become police officers.

____ ____ 17. It is not important if officers are dishonest when they are off duty.

____ ____ 18. Police officers should not enforce laws they feel are bad.

Answer Key:

See last Teacher Management Activity on page 181.

INDIVIDUAL STUDENT ACTIVITY

Careers affect one's life style.

Police officers work on weekends, holidays, and at night, as well as during the day. They work on rotating shifts, but can be called anytime they are needed. Many officers work 10 hours a day for 4 days only during a week. However, in emergencies they may work overtime.

How would this schedule affect:

(1) Sleeping Hours ____
____
(2) Meal Times ____
____
(3) Joining a bowling league ________________________________
____
(4) Going to church ______________________________________
____
(5) Family outings ____
____
(6) Watching favorite TV shows ______________________________
____
(7) Friendships ____
____

INDIVIDUAL STUDENT ACTIVITY

Some people are more emotional than others. Could you:	YES	NO
1. Stay calm when others are upset?		
2. Be called foul names without losing your temper?		
3. Chase a criminal at high speeds?		
4. Arrest a nine-year-old?		
5. Explain to parents that their child has committed a crime?		
6. Go after a hardened criminal in a dark alley?		
7. Handle dead or injured people who've been in accidents?		
8. Tell a wife that her husband has been killed?		
9. Work undercover to break up a drug raid?		
10. Shoot a person who has committed a crime and is trying to escape?		
11. Take an eight-year-old to Juvenile Hall?		

Unit 14

CORRECTING THE GUILTY

This unit is designed to be taught in
Social Science Classes, Grades 7, 8, or 9

Here are the contents of Unit 14 of the Exploration Curriculum Guide. We suggest a careful reading of it before you read the text.

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Unit 14

CORRECTING THE GUILTY

CONCEPT

PUBLIC SERVANTS PROTECT OUR LIVES AND OUR PROPERTY

INSTRUCTIONAL OBJECTIVES

1. Ability to compare and contrast the jobs of workers in justice system.
2. Ability to describe the past and present concepts of justice.
3. Ability to compare and contrast the duties of workers in the correctional system.
4. Ability to understand that people differ in their ways of handling problems.
5. Ability to evaluate the effects of different solutions to problems.
6. Ability to match individual interests and abilities to skills needed in this field.

CONTENT

Our Rights.

American citizens, fortunately, have certain rights which are guaranteed under the Constitution, which is the highest law in our land. Every citizen has the right

to a trial by jury;
to have a fair trial;
to be free from unjust arrest.

All persons are presumed to be innocent until they are proven guilty, and everything must be done according to law. People who have been tried and found innocent of a crime cannot be tried for that offense again. All persons accused of crimes have a right to a speedy trial. They must be informed of the charges against them, and they have the right to have counsel (a lawyer) represent them at all times, except before grand juries. Public defenders are lawyers who are appointed by the court to represent people who are unable to hire private lawyers.

Our Courts.

Courts may be divided into the broad divisions of Civil, Criminal, Traffic, and Small Claims. Civil disputes are between two people who disagree about their rights, as in a contract. Criminal law involves lawbreakers who have committed minor crimes (misdemeanors) or major crimes (felonies). In a small claims court, the amount of money involved is not great and the judge decides the case.

Public-service workers perform many duties that are necessary to run our system of justice fairly and efficiently. Police officers serve as court officers or bailiffs. Their duties include the maintenance of order in the courtrooms, and assistance in the operation of courts. Clerk typists may file complaints, handle motions for new trials, prepare abstracts of cases, and collect traffic fines. Legal secretaries take dictation, prepare court calendars, and perform duties for judges. Clerk typists can become deputy clerks, senior duty clerks, courtroom clerks, assistant administrators, and administrators. Administrators handle the setting of trials. The highest step is the Clerk of the Court, who works as a secretary for the judges; swears in witnesses; marks exhibits; and prepares minutes of the trials.

Trying a Court Case.

During the trial, the prosecutor tries to persuade the jury that the defendant is guilty. The prosecutor is a member of the District Attorney's staff.

If the defendant is found guilty, a Probation Officer conducts an investigation to determine whether there are factors that should be considered before the defendant is sentenced. Probation officers interview the victim, the arresting officer, the offender, the family, employer, and teachers to determine if the offense is likely to happen again. After preparing a social history of the offender, they recommend to the Judge whether the offender should go to the State Prison, County Jail, Youth Authority, Forestry Camp, or be placed on probation.

One Result - Probation.

Judges may decide to place offenders on probation instead of requiring them to spend time in jail or prison. Probation officers supervise the welfare and conduct of adults and juveniles on probation. Probation officers tell the families of offenders where they can receive help and locate foster homes for juveniles if they are needed. They try to assist offenders in solving their emotional and social problems, and keep in touch with them to see if progress is being made. When offenders have made enough progress, they are released from probation.

The requirements for Probation Officer are, normally, graduation from college, preferably in the social sciences, and one year of experience in probation, parole, or social work.

Another Result - Correctional Institutions.

Not every offender, of course, receives probation. Some must go to correctional institutions. There are at least 7,500 correctional agencies in the United States, some 800 of which were designed for juveniles.

Juvenile Centers. Counselors at juvenile centers train and supervise the wards in their daily activities, give individual and group counseling, and decide on the appropriate treatment for each offender. They must be able to gain the interest, respect, and cooperation of their wards, and maintain fair and firm discipline. Usually, counselors must have any combination of training and experience equivalent to three years of college, preferably in the social sciences.

People who have completed high school and have suitable work experience can sometimes obtain jobs where they will be responsible for the custody and supervision of boys and girls in detention halls.

Prisons. There are twenty-eight prisons and eight community treatment centers run by the Federal Bureau of Prisons for people who have broken federal laws. Each state has a Department of Corrections, which manages a state prison system. The state may also operate a facility for committed narcotic addicts and a center for the criminally insane.

Punishment - or Rehabilitation.

Long ago, the main purposes of prisons were to remove criminals from society so that they could not commit more crimes, and to punish criminals physically and mentally so they would not want to commit crimes again. Inmates lived in isolation, each confined to a single cell, having contact only with ministers, guards, and prisoner reformers. Although prisoners worked and ate together, they were forbidden to talk, since silence was a part of the punishment. Physical abuse, flogging, sweatboxes, balls and chains, were common procedure. Hard and disagreeable work was assigned to prisoners, and if there was no work, the prisoners worked a useless treadmill.

People began to see that imprisonment itself is punishment. Inmates lose their privacy, freedom to make decisions, companionship of friends and family, self-respect, and their freedom to go where they wish. Finally, punishments such as flogging, total isolation, and silence were removed from prisons.

While the responsibility of prisons today is to keep offenders safe and secure, the emphasis today is no longer on punishment. In many institutions, programs of treatment are designed to help each inmate become prepared to take his place in free society.

Today's correctional officers are generally not tough, club-swinging individuals. They are usually part custodial officers and part counselors. Correctional officers, working on shifts, must supervise buildings containing hundreds of cells. The duties of an officer are numerous and varied, ranging from the supervision of inmates at work, recreation, and meals, to participation in group counseling and group treatment programs. Officers must maintain adequate standards of security and cleanliness for their areas. They must enforce the rules and regulations of the institution.

High school graduates who have 2-4 years of related work experience can qualify as correctional officers. College training can often be substituted for the required experience.

Learning in Prison.

Many inmates sent to correctional institutions cannot read and write. To help them overcome this, the Corrections Department may hire teachers who instruct in grade school, high school, and college level courses.

Many people in prison do not have job skills with which to earn an honest living. The Department of Corrections may offer a wide range of vocational training programs. These courses may include:

aircraft engine repair
auto body repair
auto mechanics
baking
bookbinding
carpentry
cooking
drafting
drycleaning
dental laboratory work
graphic arts
janitorial service
masonry
meat cutting
office machine repair
painting
plastering
plumbing
upholstery
vocational nursing
welding

These classes are instructed by public service workers who have years of on-the-job experience in these fields.

Correctional counselors interview and counsel inmates and try to help them solve their problems.

Learning by Working in Prison.

Some correctional institutions now operate industrial and agricultural enterprises. Manufacturing plants may produce wood and metal furniture, clothing, shoes, detergents, and flags. All of the state's license plates may be manufactured by inmates. Inmates also run canneries, dairies, and laundries.

Some states have a work-furlough program in which inmates receive enough money to pay for their room and board, send money to their families, and save toward the day they will be paroled. In some cases inmates are now given short leaves to their communities to prepare for their return to society.

The End Result - Parole.

Parole agents are responsible for helping parolees return to a law abiding role. They must supervise the parolee's activities and make sure rules are being obeyed. Parolees are usually expected to obey curfews, report to their parole agents, and avoid criminals or ex-criminals. The parole agent

- helps parolees with personal problems;
- aids in job placement;
- works with social, religious, and recreational agencies concerned with rehabilitation;
- observes the parolee to detect anything which might lead to a new crime.

Parole officers are college graduates who have usually majored in social sciences, and have had experience in probation, parole, or social work.

Although offenders are placed in correctional institutions to keep them from harming others, public-service workers strive to prepare offenders vocationally, academically, physically, and psychologically so that they may reenter society as law-abiding citizens.

TEACHER MANAGEMENT ACTIVITIES

- Have students list the most common problems junior high students have.
- Discuss possible ways of handling the problems listed above.
- List the counseling agencies that offer services to your community.
- Discuss the cases in the individual student activities. Solutions to the problems will vary.
- Ask each student to list five things he likes about himself.
- Ask each student to write about one behavior pattern he would like to change. Papers need not be collected.
- Discuss the results of the survey on jobs for parolees.
- Arrange for visits from resource people in the judicial and correctional fields.
- Arrange a field trip to a nearby courthouse.
- Have class simulate a trial court in class.

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CHART:

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INDIVIDUAL STUDENT ACTIVITY

It is normal for people to feel emotions. Anger, joy, sadness, nervousness, and frustration should not always be held in. People vary in the ways that make them feel better.

1. What things make you feel nervous? ______________________________

   ____

   What do you do when you are nervous? ___________________________

   ____

2. Name three things that make you feel unhappy. ___________________

   ____

   What do you do when you are unhappy? ___________________________

   ____

3. Name three things that make you confused. _______________________

   ____

   What do you do when you are confused? __________________________

   ____

4. What things make you feel angry? ________________________________

   ____

   What things do you do when you are angry? ______________________

   ____

INDIVIDUAL STUDENT ACTIVITY

People who counsel troubled individuals try to understand why certain behavior patterns develop. Why do you think the following people behave the way they do?

- Tom enjoys doing new things. He is always in search of a new adventure. Tom believes in trying as many things as possible. He often brags to his friends that he had tried just about everything. Tom is now in Juvenile Hall for using marijuana.

- Many students at Jane's school look down on people they consider "square." Jane does not like the taste of alcohol, but she drinks anyway to feel she is a part of the group. Jane was arrested for being drunk in public and is now on probation.

- Linda feels like an outsider at her school. She just can't seem to make friends. When she is with a group of girls, she always talks about how many nice things she has, how much money her family has, and how smart she is. Linda is very unhappy because she is so unpopular.

- Denny lives in a rundown neighborhood. He is always hungry and a little sick. With five children in the family, Denny's parents cannot afford to buy clothes for him. Denny picks fights constantly and bullies small children.

- Jack's father wants him to be a lawyer like himself. He decides what courses Jack should take, but Jack gets poor grades in them. Jack's real interest is in art. Jack has now refused to bathe, comb his hair, or keep his room neat. He dresses as sloppily as he can and cuts classes often.

- Mary's parents do not have much time for her. They are involved in many activities. Mary's parents expect she will fail. Mary is rude in class. She cuts class often and does not try to do well.

INDIVIDUAL STUDENT ACTIVITY

The actions of one person often affects the actions and feelings of other people. There is always more than one way to act in a situation. Each choice has its disadvantages or advantages. Some people choose behavior that hurts them, their families, their friends, and society. Can you think of some other things the following people could have done?

- Josie's parents argued every night. Their arguing made Josie very unhappy. Josie finally ran away from home.
- Terry's parents always took her little brother's side. The last time this happened, Terry threw a vase at her little brother and seriously injured him.
- Larry is unhappy about his grades. He would like to get average grades, but he usually gets D's and F's. He thinks studying is for "squares." Larry feels the teacher and principal are against him. Larry broke into the school and ruined all of the school's A-V equipment.

INDIVIDUAL STUDENT ACTIVITY

Qualifications for workers in corrections vary. Fill in the information below.

Correctional Officer Education: Duties: Salary:	Probation Officer Education: Duties: Salary:
Parole Officer Education: Duties: Salary:	Supervisor of Juvenile Hall Education: Duties: Salary:

INDIVIDUAL STUDENT ACTIVITY:

Parole officers try to find jobs for people who have police records. Ask three employers if they would hire people who have been convicted of murder, theft, drug abuse, or have a history of alcohol abuse. Ask them to give honest answers. You are not judging if they are right or wrong.

Employer #1	YES	NO
Murder		
Theft		
Drug Abuse		
Alcohol Abuse		

Any Comments: ____________________

Employer #2	YES	NO
Murder		
Theft		
Drug Abuse		
Alcohol Abuse		

Any Comments: ____________________

Employer #3	YES	NO
Murder		
Theft		
Durg Abuse		
Alcohol Abuse		

Any Comments: ____________________

Unit 15

PREVENTING AND FIGHTING FIRES

This unit is designed to be taught in
Social Science, Physical Education, or Health Classes,
Grades 7, 8, or 9

Here are the contents of Unit 15 of the Exploration Curriculum Guide. We suggest a careful reading of it before you read the text.

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Unit 15

PREVENTING AND FIGHTING FIRES

CONCEPT

PUBLIC SERVICE WORKERS PROTECT OUR LIVES AND OUR PROPERTY

INSTRUCTIONAL OBJECTIVES

1. Ability to identify the major functions of workers in fire safety.
2. Ability to list the recommended qualifications for fire safety.
3. Ability to discuss possible functions for fire-fighting in the future.
4. Ability to recognize that physical traits affect career choice.
5. Ability to recognize that social and personal relationships affect careers.

CONTENT

Protecting lives and property from fire is one of the major duties performed by public-service workers. Years ago, community residents formed lines, with each person passing a bucket of water forward to put out the fire. Today the bucket brigade has disappeared.

Firefighting today has become highly specialized and sophisticated. Firemen are usually full-time paid employees of county or town fire departments. In small towns and communities fire departments are maintained partly by paid "call men," or volunteer firemen, who serve only when they are needed at a fire.

Functions of Firefighting Personnel.

In fire protection, the entry level job is usually as a firefighter or a fire dispatcher. The fire dispatcher receives emergency alarms, dispatches proper equipment to the emergency, keeps records, and calls other emergency agencies if their help is needed.

Firemen respond to alarms, suppress fires, rescue endangered people, and protect and salvage property. Each fireman has a specific task to perform. While they must be able to follow the directions of the commanding officer, they must also be capable of making good split-second decisions on their own. Usually, firemen advance to fire-control mechanic, fire control technician, Lieutenant, Captain, Battalion Chief, Assistant Chief, and Fire Chief.

In waterfront cities, firemen assigned to fireboats respond to alarms, suppress fires, and rescue people in danger. Fireboat mates operate small fireboats and steer them to and from the scene of fires, while fireboat pilots command larger fireboats.

In some of the larger cities, helicopter pilots fly helicopters to fires. They rescue men and equipment, and may drop chemicals or water on fires to suppress them. Real or potential fire hazards can be spotted in the air by helicopter pilots.

Fire prevention engineers are responsible for the design and installation of fire prevention systems, industrial equipment, and plant buildings. They design and inspect alarm systems, sprinkler systems, and detection devices. They also analyze building drawings to determine whether the buildings meet the minimum standards of fire safety.

Specially trained firemen periodically inspect factories, theatres, and other public buildings for conditions which might cause a fire. Local laws on fire escapes, fire doors, storage of flammable materials, and other hazards must be complied with.

Arson investigators determine the nature and causes of fires. They collect, preserve, and analyze evidence; they interrogate witnesses and suspects. Arson investigators file reports, prepare cases, and may testify in court.

Some cities now utilize paramedics, who are assigned to special mobile heart units, and administer advanced medical treatment to heart-attack victims on the scene and enroute to the hospital.

Qualifications for Firefighters.

Physical Ability. Because of the hazardous physical duties a fireman must perform, there are strict entry qualifications which must be met for employment. A firefighter should be in good health and should be able to pass a physical agility test, which includes such feats as climbing a 40 or 50-foot ladder, doing chin-ups and push-ups, making a standing jump, and running a specified distance. Most departments have height and weight schedules, and good hearing, vision, and color discernment are required.

Education. The fire recruit must have a high school diploma, and, in a growing number of communities, the degree of associate of arts is required. Many areas pay firemen to return to the classroom. Pay increases are sometimes linked to the number of college credits earned.

A fire department whose officers and men are not trained properly cannot protect the citizens of the community effectively. Firefighting depends on adequate fire streams and the proper handling of hoses. Firemen study hydraulics to know heat flow, and to understand pressure and the intelligent use of water. The training of firemen includes the chemistry of fire-ignition temperature, the effects of humidity, extinguishing fires, and explosions. They must be able to handle all types of fire apparatus and equipment: pump and tank trucks, hose trucks, elevating platforms, and chemical trucks. Proper ways of forcing entry and ventilation control must be learned.

In addition, the correct procedures for salvage after fires, and removing debris and water from the building, are a part of a fireman's training. Firemen must be informed regarding the hazards created by a vast number of new materials and products that are passing through or being stored in the community. They must know how to carry victims to a safe place and how to render essential first aid. Building construction and building code laws which are related to fire prevention must be learned. Courses in chemistry, physics, and mechanical engineering are important in preparing for a career in fire science.

Personal Relations. There are other attributes that are essential to a fire service career. Courage, personal development, and mental soundness are all important qualities a fireman should possess. Firemen are often on duty for a 24-hour shift, and then off for 24 hours, plus an extra day at intervals. Since firefighters must live and work closely together, care is taken to select only those who have good personal and social behavior.

The Future for the Firefighter.

The outlook for employment in fire protection is good. As communities continue to grow, so will the need for fire protection personnel. This is apparent, since despite all of our technological advances, our property losses and fire death rates remain exceedingly high. In 1968 property losses due to fires were a staggering 2 billion dollars. In 1965, our fire deaths numbered 12,000 people, a higher death rate than that of Canada, the United Kingdom, and Japan.

As the population increases, it is therefore expected that many areas which now depend upon volunteer fire units will find it necessary to employ full-time professional firemen.

The fireman of the future will probably be involved more with inspection and fire-prevention activities. Firefighting will change as new materials are used for construction and as different fuels and chemicals are used in industry. New types of equipment installed in homes and buildings will cause firefighting techniques to change. Problems and challenges for fire fighting will also increase as more and more high-rise buildings are constructed.

Firefighting involves great risk of life or injury from sudden cave-ins of floors; toppling walls; exposure to fumes and smoke; bad weather; exposure to poisonous, flammable, and explosive gases and chemicals. Yet, the desire of these dedicated public servants to serve their communities surpasses their fear of death. Perhaps this is why the symbol of a fireman is the public service emblem.

TEACHER MANAGEMENT ACTIVITIES

- Arrange for a visit by a local firefighter.
- Have students visit a local firefighting agency.
- Have students plan and develop bulletin boards on fire safety.
- Ask each student to prepare and give a five-minute talk on fire safety.
- Discuss the general operation of fire agencies.
- Test the physical fitness of each student. Use the seven-item *AAHPER Youth Fitness Test Norms*, which may be obtained from NEA Publication-Sales, 1201 Sixteenth Street, N.W., Washington, D. C. 20036. The single-copy price is $1.00.
- Give students the opportunity to participate in the *Presidential Awards for Physical Fitness*. Applications may be obtained by writing to Presidential Physical Fitness Awards, 1201 Sixteenth Street, N.W., Washington, D. C. 20036.
- Divide class into pairs and ask each pair to demonstrate a life-saving technique--control of bleeding, shock,

resuscitation, etc.

- Discuss high-school courses and nearby college programs that lead to careers in fire science.
- Ask each student to draw a map showing his home and the fire station nearest him.
- Find out and discuss the number of firemen who serve your community, and the size of your community in population and area.
- Ask your principal to discuss what fire inspectors look for when they come to your school.
- Determine the cost of false alarms to your community.
- Ask each student to develop a survival plan for his family.
- Ask each student to tell about personal habits that annoy the student in a home situation. Discuss how these habits would affect firemen who live together. You may wish to role-play situations where firemen have conflicts about neatness, snoring, gum-chewing, etc.

RESOURCES

BOOKS:

Fire, Channing L. Bete, 1969.

Fire Brigades, National Safety Council, 1970.

Firefighting: A New Look in the Old Firehouse, Van Nostrand Reinhold, 1969.

Chicago Fire, October 8, 1871: The Blaze that Nearly Destroyed a City, Franklin Watts, 1969.

Fire Snorkel No. 7, Albert Whitman, 1969.

Smoke Eaters: Trucks, Training and Tolls of the Nation's Firemen, Putnam's Sons, 1969.

School Fires, National Safety Council, 1970.

The House Is On Fire, National Safety Council, 1970.

Home Fire Drills, National Safety Council, 1970.

Planned Fire Escape for Your Family, National Safety Council, 1970.

First Aid for Juniors, Doubleday, 1969.

FILMSTRIPS:

Fire and the Fire Department, Eye Gate House, (sound, color, purchase), 1970.

Causes and Prevention of Fire, Eye Gate House, (sound, color, purchase), 1970.

Fire and Fire Protection, Eye Gate House, (sound, color, purchase), 1970.

Fire and Fire Prevention (Series 9), Eye Gate House, (sound, color, purchase), 1970.

Preventing and Controlling Fire, NASCO, (sound, color, purchase), 1969.

Science and Fire, Eye Gate House, (sound, color, purchase), 1970.

Putting Out Fires and Fire, Education, Eye Gate House, (sound, color, purchase), 1970.

Fire and Fuels, Eye Gate House, (sound, color, purchase), 1970.

Treatment of Wounds, American Gas Association, (sound, color, loan), 1969.

First Aid for Bleeding and Shock, McGraw-Hill, (black and white, purchase), 1969.

Use of Artificial Respiration, McGraw-Hill, (black and white, purchase), 1969.

Artificial Respiration, American Gas Association, (sound, color, loan), 1969.

FILMS:

The Fire Triangle, Bailey-Film Associates, (14 min., black and white or color, purchase), 1969.

Fire Science, Churchill Films, (15 min., black and white or color, purchase), 1970.

Fire: Conditions for Combustion, Rand McNally, (S 8 mm., loop, color), 1970.

Inquiry Science Films (Series 8), Rand McNally, (S 8 mm., loop, color), 1970.

Why, Daddy? Connecticut State Department of Health, (17 min., black and white, loan), 1969.

Object Lesson in Fire Prevention, U. S. National A-V Center, (21 min., black and white, purchase), 1969.

Fire Protection Through Research, Worcester Film, (38 min., color, loan), 1969.

Crew Boss, Serina Press, (35 min., color, loan), 1970.

Smokechaser, Serina Press, (20 min., color, loan), 1970.

Fire and Sand, Serina Press, (10 min., color, loan), 1970.

Fireman At Your Door, Aetna Life and Casualty, (19 min., black and white, free), 1969.

Seconds to Safety, Aetna Life and Casualty, (15 min., color, free), 1969.

Family Fire Safety, American Sheep Producers, (13 min., color, loan), 1969.

Fire Prevention in the Home (Second Edition), Encyclopedia Britannica Educational Corporation, (11 min., color, purchase), 1969.

Are You Safe at Home? Connecticut State Department of Health, (20 min., black and white, loan), 1969.

I'm No Fool With Fire, Walt Disney, (8 min., color, $4.00 rental), 1970.

Forest Fires and You, Serina Press, (15 min., black and white, loan), 1970.

Shape of the Future, Gypsum Association, (14 min., color, loan), 1969.

First Aid Now, Connecticut State Department of Health, (25 min., color, loan), 1969.

Burns (Lesson 7), Connecticut State Department of Health, (13 min., color, loan), 1969.

General Procedure for Shock, Eye Gate House, (S 8 mm., loop), 1970.

To Save a Life, American Gas Association, (16 min., color, loan), 1969.

First Aid: Control of Bleeding, Connecticut State Department of Health, (12 min., black and white, loan), 1969.

Control of Bleeding I and II, Eye Gate House, (S 8 mm., loop), 1970.

Bleeding and Bandaging (Lesson 4), Connecticut State Department of Health, (27 min., color, loan), 1969.

Fractures and Splinting, (Lesson 5), Connecticut State Department of Health, (27 min., color, loan), 1969.

Rescue Breathing, Eye Gate House, (S 8 mm., loop), 1970.

Artificial Respiration (Lesson 3), Connecticut State Department of Health, (13 min., color, loan), 1969.

Mouth to Mouth Resuscitation in Junior High School, Pharmaceutical Manufacturers, (16 min., color, loan), 1969.

KITS:

Alarm System Kit, NASCO, 1969.

Fire Detection Circuit Kit, CENCO Education Aids, 1969.

AUDIO TAPE REEL:

Your Future As a Fireman, Harcourt Brace Jovanovich, 1969.

MULTIMEDIA:

Fire Department Helpers, Society for Visual Education, 1969.

INDIVIDUAL STUDENT ACTIVITY

Are you physically fit? What is your rating in the following events?

Situps ________ ______________________________

Broad Jump ________ ______________________________

50-yard Dash ________ ______________________________

600-yard Run ________ ______________________________

Soft Ball Throw ________ ______________________________

Shuttle Run ________ ______________________________

Pullups (Boys Only) ________ ______________________________

Flexed Arm Hang ________ ______________________________

INDIVIDUAL STUDENT ACTIVITY

Do you think you would like a career in fire science? Answer the following questions by checking "yes" or "no."

	YES	NO
1. Are you afraid of heights?	_____	_____
2. Does traveling at high speeds frighten you?	_____	_____
3. Are you calm in an emergency?	_____	_____
4. Can you follow orders well?	_____	_____
5. Can you make good decisions quickly?	_____	_____
6. Could you handle the bodies of people who have been burned?	_____	_____
7. Would you have the courage to enter a smoke-filled building?	_____	_____
8. Do you get along well with others?	_____	_____
9. Are you a good team worker?	_____	_____
10. Can you move quickly in an emergency?	_____	_____
11. Are you physically strong?	_____	_____
12. Would you like to take science courses?	_____	_____
13. Would you risk your life to save the lives of others?	_____	_____

Unit 16

PROMOTING THE GENERAL WELFARE

This unit is designed to be taught in
Social Science Classes, Grades 7, 8, or 9

Here are the contents of Unit 16 of the Exploration Curriculum Guide. We suggest a careful reading of it before you read the text.

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Unit 16

PROMOTING THE GENERAL WELFARE

CONCEPT

PUBLIC SERVANTS REGULATE THE PASSAGE OF GOODS AND PEOPLE CROSSING OUR NATIONAL BOUNDARIES FOR THE BENEFIT OF ALL

INSTRUCTIONAL OBJECTIVES

1. Ability to list the reasons for regulating international exchange of goods and people.
2. Ability to identify the major job families in this field.
3. Ability to compare and contrast the duties of workers in this field.
4. Ability to discuss the recommended qualifications for workers in this area of regulatory services.
5. Ability to describe the personal abilities, characteristics, and interests of workers in this job family.
6. Ability to recognize that physical traits can affect career choice.
7. Ability to compare own abilities, characteristics, and physical traits to those required for this job family.
8. Ability to recognize that people vary in what is satisfying or non-satisfying to them.

CONTENT

Becoming a Citizen.

The federal government takes many steps to insure the well-being of all its citizens. Consequently, some people are not allowed to become citizens of the U.S. People who seek to become citizens must prove that they are of sound character, understand American history and government, and will be able to lead satisfying lives in American society. Each person who wishes to become a citizen is examined by the Immigration and Naturalization Service of the Department of Justice. Those who meet the conditions set by the government can become citizens of the United States. These conditions are uniform and must be met by everyone.

Coming Into, or Leaving, the Country.

People who have proved to be undesirable can be deported by the Immigration Service. The Department of Justice also issues passports to Americans who wish to visit foreign countries, and visas and visitors' permits to people who wish to visit the United States.

Immigration Inspectors must inspect all people who wish to pass through or reside in the United States. They may be required to board land, sea, and air carriers to inspect or question people arriving in the United States.

Every year many people seek to enter the United States illegally. The aim of the Immigration Border Patrol is to detect and prevent the smuggling of aliens into this country, and to catch those who have succeeded in entering illegally. Points where aliens can enter are patrolled by automobile, horseback, boat, aircraft, or foot. Patrol agents stop all vehicles that are suspected of bringing aliens into the country; inspect and search trains, buses, airplanes, ships, and terminals; and apprehend all persons seen crossing the border. Although they are generally assigned to border areas, at times they are assigned to areas within the country.

Applicants must pass a written test to become Immigration Inspectors or Border Patrol Agents. People who wish to become Border Patrol Agents should complete the 14-week course of study at the Border Patrol Academy in Los Fresnos, Texas. Classes at the academy include: law, Spanish, care and use of firearms, fingerprinting, judo, methods of tracking law violators, physical training, first aid, and the care and use of government equipment. The basic entrance salary for a Border Patrol Agent is approximately $9,000. Border Patrol Agents can also qualify for Immigration Inspector, a position which pays slightly higher.

Bringing Material into the Country, or Taking Material Out.

Some people try to smuggle illegal goods into the United States, such as heroin and marijuana. Public-service workers seek to stop all items that would be harmful to the American people.

While smuggling goods has been going on longer than recorded history, the methods, containers, and quantities of smuggled goods have changed. Instead of a few pounds of opium in a camel's stomach, today's smuggler might place heroin in a briefcase or the heel of a shoe. Many clever and new ways of smuggling goods are tried every day.

Customs inspectors are the Government's frontline protection against smuggling. They inspect cargo, baggage, mail, articles worn or carried by persons, and carriers entering and leaving the United States. Customs port investigators inspect airplanes, ships, and boats entering our national boundaries. They are helped in their work by customs agents who cross oceans and continents seeking out those who are attempting to bring in illegal merchandise.

The increase in intercontinental travel has placed added burdens on the Bureau of Customs. In 1966, over 192 million people and 57 million carriers (trucks, planes, ships, and autos) entered the United States. Two hundred fifty million tons of cargo were unloaded at U. S. sea and Great Lakes ports. Two hundred million pounds of cargo arrived at U. S. international airports. The number of air passengers increases at a rate of 10% each year. The Customs Office must adjust constantly to new changes, such as larger and faster aircraft which can carry as many as 500 passengers. Passengers must be cleared, paperwork processed, and duty collected as rapidly as possible.

Exports, too, are inspected by the Bureau of Customs. Exports which will be used to overthrow governments (such as machine guns, mortars, rifles, and ammunition) are seized by customs agents.

Collection of Money for Bringing Material In.

Perhaps the most important reason for customs is the collection of money or revenue. Without revenue, the government would be unable to provide the services that people need. In 1966, customs employees collected over $2.6 billion. Every individual arriving in the United States is of interest to customs. People entering the U. S. are generally entitled to a personal duty-free exemption of $100.00.

Most of the duty that is collected, however, does not come from passengers. Only $25 million was collected from passengers in 1966, which was only 1.4% of the total duty collected.

America is the world's greatest trading nation. In fact, tens of thousands of businesses in the U. S. depend on buying and selling abroad for their income.

Protection of the revenue means making sure that the Government gets the revenue it should, no more, nor no less. There are approximately 300 customs ports in the U.S., each headed by a port or district director.

Articles entering the U. S. must meet certain requirements, such as those relating to pure food and drug laws. Import licenses are required for agricultural products.

Since the collection of revenue must be based on uniform charges, customs value information is coordinated between customs houses. Appraisers examine the merchandise to determine its true value, and if the goods are textiles, furs, or alcoholic beverages, appraisers must make sure they are labeled correctly. Chemists working in customs laboratories determine the origin, manufacture, composition, and use of a wide variety of products. Scientific examinations have been made on candy, molasses, syrups, food products, oils, beverages, clay and earthenware, drugs and narcotics, rubber footwear, chemicals, metals and ores, paper and textiles, petroleum products, and many others.

After the rate of duty and true value is determined, the revenue due must be paid to the Collector of Customs.

As trade and travel have increased, so have investigations, arrests, fines, penalties, and seizures of merchandise. Customs agents patrol the water front, in or out of uniform, often boarding ships before dawn. After the ship's papers have been checked, the ship is thoroughly searched, including the pots, pans, and baking ingredients in the galley, or any other likely hiding place.

Customs Inspectors and Import Specialists need four years of college study in any major field. The Customs Aide position requires two years of college or an A.A. degree. All applicants in this field must be 21 years of age.

There is no way to measure how much public-service workers who are border patrolmen and customs personnel contribute to the well-being of all citizens.

TEACHER MANAGEMENT ACTIVITIES

- Have students collect information and materials on the duties of workers in this occupational group.
- Divide students into small groups and initiate discussion of qualifications required for each major occupation in this field.
- Arrange for a Customs Inspector to be a resource person for your class.

° Simulate the following conditions:

  - Customs and border patrol agents develop a "sixth sense" about who is trying to smuggle goods. They notice mannerisms that tip off a person's feelings.
  - Divide your class into groups. Secretly give each person in the group a marked object. Ask the class to observe each group for a considerable length of time. When the time has ended, ask each person in the class to write down who they feel is the "guilty" party in each group.

° Ask the members of the class how surveillance of other people makes them feel.

RESOURCES

BOOKS:

Should the Golden Door Be Closed? American Book, Van Nostrand, 1969.

Careers With the Immigration and Naturalization Service, U. S. Immigration and Naturalization Service, 1970.

FILMSTRIPS:

Developments Abroad - Immigration, Eye Gate House, (color, sound, purchase), 1970.

New Systems of Business Organizations and the Flood of Immigration, Eye Gate House, (color, sound, purchase), 1970.

The Creation of Modern Industrial America (1870-1920), Society for Visual Education, (color, sound, purchase), 1969.

Population, Eye Gate House, (color, sound, purchase), 1970.

Road to World Power and Responsibility, Society for Visual Education, (color, purchase), 1969.

FILMS:

The Golden Door, B'nai B'rith, (12 min., color, purchase), 1969.

A Nation of Immigrants, B'nai B'rith, (52 min., black and white, free), 1969.

Immigration, Encyclopedia Britannica, (11 min., black and white, purchase), 1969.

Twentieth Century Pilgrim, Serina Press, (15 min., black and white, loan), 1970.

Voyage to America, B'nai B'rith, (12 min., black and white, purchase), 1969.

Arrival of Immigrants at Ellis Island, (1903; 1906) CENCO Education Aids (S 8 mm Loop, 4 min., black and white, purchase), 1970.

The Inheritance, B'nai B'rith, (35 min., black and white, purchase), 1969.

AUDIO TAPE:

Walter, Francis: Philosophy of America's Immigration Policy, EMC Corporation, 1969.

TRANSPARENCIES:

Congress Restricts Immigration, Creative Visuals, 1968.

Immigration in the U. S., Creative Visuals, 1968.

INDIVIDUAL STUDENT ACTIVITY

Border patrol agents must be honest, loyal, intelligent, physically fit, and morally sound. They must have a high respect for law; good oral expression; good personal appearance. They must be excellent in public relations and cannot be drug or alcohol abusers. Their eyesight and hearing must be good (able to hear conversation at 20 feet and whispered conversation at 15 feet). Clear speech and free breathing are required.

Tell why you think these qualifications and characteristics are or are not necessary for a border patrol agent's position.

INDIVIDUAL STUDENT ACTIVITY

Border patrol and customs agents must be very observant. Observe five people whom you do not know well, while they are having free time or engaged in playground activities at your school. After you have observed them for fifteen minutes, leave the area and write a detailed description of each person and what each person was doing. Try not to let the people you are observing become aware that you are observing them.

INDIVIDUAL STUDENT ACTIVITY

Customs Investigators and Border Patrol Agents must make hard decisions. They must penalize everyone who breaks the law, even people they personally like.

School activities can help in making a career choice. If you were the only person who noticed the following people, would you report them to the proper person? Put an (X) beside each person you would report. All of these activities took place at your school.

_____ 1. A boy in your sixth period class stealing the history test from the teacher's desk.

_____ 2. The girl in front of you who passed the answers to the test to the girl across the aisle.

_____ 3. Two boys whom you like who cut their last class.

_____ 4. Three girls smoking in the restroom at school.

_____ 5. A boy giving away a harmful drug.

_____ 6. A girl selling a harmful drug.

_____ 7. A bully taking money from a boy smaller than himself.

_____ 8. Your best friend's book open during a test.

_____ 9. Your best friend taking a dangerous drug.

INDIVIDUAL STUDENT ACTIVITY

Here are some duties that a customs officer might do. Which do you think you would like?

	YES	NO
1. Interviewing people		
2. Questioning people		
3. Doing surveillance		
4. Gathering evidence		
5. Writing detailed reports		
6. Associating with criminals		
7. Patrolling the waterfront		
8. Searching for evidence		
9. Operating undercover		
10. Doing chemical analyses		
11. Appraising merchandise		

Would a job that involves the following be satisfying to you?

1. A large amount of travel		
2. Exposure to all kinds of weather		
3. Hard physical work		
4. Personal danger		
5. Irregular hours		

Unit 17

FAST, SAFE, AND EFFICIENT TRANSPORTATION

This unit is designed to be taught in
Social Science Classes, Grades 7, 8, or 9

Here are the contents of Unit 17 of the Exploration Curriculum Guide. We suggest a careful reading of it before you read the text.

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Unit 17

FAST, SAFE, AND EFFICIENT TRANSPORTATION

CONCEPT

PUBLIC SERVICE WORKERS MANAGE AND REGULATE THE TRANSPORTATION OF PEOPLE AND GOODS

INSTRUCTIONAL OBJECTIVES

1. Ability to identify the major problems in the field of transportation management.
2. Ability to describe the major duties performed by workers in transportation management.
3. Ability to identify the major federal departments concerned with transportation management.
4. Ability to explore the student's own interests in transportation management.

CONTENT

The term "millions on the move" illustrates the transportation problem our nation faces. Not only are millions of people moving about by automobile, bus, train, and plane, but tons of material are being moved by pipeline, truck, freight car, boat, or barge, as well as by air freight. In a recent year, approximately 1 trillion, 750 billion ton-miles* of intercity freight was moved from one place to another. Railroads carry approximately 40% of our freight, mainly heavy materials such as coal, grain, cars, and trucks. Pipelines carry 20% of our freight, mainly oil and gas. Trucks, which are highly mobile, carry some 25% of the nation's freight; water and air transportation carry about 15% of the total. Coal, iron, and ore are often transported by water, while the airlines move much of our light, perishable goods.

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*ton-miles = miles of travel times tons of freight; that is, 1000 tons moved 1 mile, or 100 tons moved 10 miles, each equal 1000 ton-miles.

What would happen if our transportation services were to falter for a considerable period of time? The food necessary to feed thousands of people would not flow in, nor would the goods the community produces flow outward to the rest of the nation. The fuel that is needed to move buses, taxes, and automobiles, and to generate power would be shut off. Subways, fire trucks, police cars, and ambulances would be paralyzed.

The Automobile in Transportation.

The American way of life is geared to the automobile and its use for business and social purposes. The automobile provides comfortable, convenient door-to-door service, and most individuals like the independence which a private motor vehicle provides. Consequently, the number of multi-car families increases each year. In 1970, nearly 100 million motor vehicles used our streets and highways. More than a trillion miles are traveled each year, consuming 87 billion gallons of motor vehicle fuel.

The shift of the more affluent population to the suburbs has caused a steady stream of automobiles going to the city in the morning and leaving the city when working hours are over. Many people who attain their dream of owning a home in the suburbs find themselves having an hour's drive to work. Since most Americans like to get to work quickly, many businesses are now beginning to locate their plants away from the city's inner core.

Just as there is a trend for the middle and upper economic groups to move to the suburbs, there is also the trend of movement from rural and urban areas. In the years 1970-80, the total capacity of our transportation system must double if the demand continues at its present rate.

Our transportation problems are not confined to increased mobility. Air pollution, congestion, and noise are also part of the problem. We are being choked to death by the machine we've come to love. Many of our highways and streets were not built to handle the amount of traffic we have today. Consequently, the slow and difficult movement at rush hours is enough to make tempers flare. People who are "rushing" at five miles an hour might be tempted to "get a horse," which can travel over eleven miles an hour.

The Airplane in Transportation.

The problems of transferring from one mode of transportation to another have not been solved. It is not uncommon for people to drive miles to an airport, struggle to find a parking space, board an airplane, and then circle around their destination unable to land. In many cases, the time spent in getting to the airport is more than the time spent flying to the destination. Many of our airports are located away from the inner city's congested areas, which reduces the hazard of accidents causing a large loss of life. Then, too, airports and runways take up a considerable amount of land, and land located far from the city is less expensive.

Most of our airports are not equipped to handle the volume of air traffic we have today. Many are too small and are poorly located. Residents of areas near airports complain about the constant noise, and many times these homes go down in value.

Inefficiency is also a part of the problem. The passenger today is subjected to costly delays in transferring from one type of travel to another. Baggage frequently arrives late and is lost.

The Railroad in Transportation.

Railroads still play an important role in transportation. As many passengers have shifted to cars and airplanes for transportation, railroads have relied on freight transportation to make profits. Railroads today carry 40% of the nation's freight.

Many people feel that more passengers would use rail transportation if the service would improve. New high-speed trains are now operating in some parts of the country. The federal Office of High Speed Ground Transportation develops systems capable of moving large numbers of people at high speeds with an economical use of space.

Public-service workers design passenger terminals; evaluate and set rates; train and certify operators of transportation systems.

At the state level, people with backgrounds as "right-of-way" agents are much in demand. Right-of-way agents negotiate with property owners to buy the property or obtain the right to use it. During the time between the acquisition of the property and the beginning of construction, right-of-way agents rent the property and see that it is properly maintained.

Public Transportation Systems.

Transit systems are plagued by breakdowns due to unsafe, dirty, and worn-out equipment. People who live on tight schedules become dissatisfied when transit schedules are not maintained. Vandalism in our terminals has increased to the point where many travelers shun them altogether.

Accidents are taking a costly toll. On our highways alone, over 1,000 people are killed each week, and 10,000 people are injured every day. The economic losses from these accidents exceed one billion dollars a month.

Yet Americans find themselves paying more for less service. Many public transportation companies have been forced to cut back services at the same time they are raising prices to prevent losses from occurring. Some transit companies have gone out of business, while others have had to use public money to continue operation.

Why hasn't the public demanded better public transportation systems? Much of the support for public transit comes from the groups of people who do not drive: the young, the old, the sick, and the poor. People whose needs are met by automobiles are reluctant to pay more taxes for public transportation.

Land is at a premium and there is a reluctance to use available land for transportation. Once land is used for transportation, it cannot be used for another purpose. Highways, roads, bridges, and parking lots can consume up to two-thirds of a city, robbing the city of land that could be taxable property.

Federal Participation in Highway Traffic Regulation.

The federal government plays an important role in ground mobility and safety. Since 1916, it has been a roadbuilding partner with the states. The Federal Highway Administration (FHA) oversees the federal-aid highway network, which comprises over 900,000 miles of roads and highways. Interstate highways, which provide motorists with faster, safer, and more comfortable travel, are a vital part of this system.

The FHA and the states carry on highway safety campaigns to engineer more safety into the highways; to correct dangerous locations; and to introduce new safety ideas. Most new employees of the Federal Highway Administration are college graduates majoring in business, engineering, or accounting.

While the FHA is responsible for the safety of the highways, the National Highway Traffic Safety Administration is responsible for the safety of vehicles, drivers, passengers, and pedestrians. The Safety Administration sets performance standards for motor vehicle inspection; driver education; driver licensing and registration; alcohol prevention; traffic codes and laws; and emergency medical services. Car manufacturers must comply with more than 30 safety performance standards, such as seat belts and collapsible steering columns. The Safety Administration conducts public education programs on highway safety, and researches accident data to secure information.

The primary responsibility for planning, designing, building, maintaining, and operating public highways belongs to the states and their local subdivisions. Traffic engineers, planners, and civil engineers plan, design, and construct highways, roads, and streets. Traffic engineers watch the flow of people and vehicles and decide where traffic signs, lights, and bike lanes will be located. Many people in this field have college degrees.

Services such as railroads and buses, which move people and freight from one state to another, are called public utilities, and are regulated by the federal government. Therefore, public-service personnel are involved in the regulation of loads to set tariff rates; and in the handling, routing, and movement of dangerous materials.

Federal Participation in Air Traffic Regulation.

Tremendous tasks and challenges face public-service workers in transportation. Their objective is to move people and goods safely, rapidly, and efficiently. Most of the workers in transportation management are employed by the federal government. The federal government takes many steps to insure the safety of all passengers who travel by air.

Air traffic control is the major function of the Federal Aviation Administration (FAA), involving nearly half of its employees. Air traffic controllers direct planes that are landing and taking off from our airports. They view planes on a radar-scope, then direct them to the proper lane for landing or take-off. FAA specialists work in at least 27 air route traffic control centers, 335 airport control towers, and 350 flight service stations. The radar, communication, and ground navigation equipment are maintained by technicians and engineers.

The FAA sets standards to judge the competence of all pilots, and to assess maintenance of all aircraft to make sure they are airworthy. In addition to pilots, the FAA certifies aviation mechanics, parachute riggers, ground instructors, aircraft dispatchers, flight navigators and engineers, and air traffic controllers. Flight, ground, and mechanic schools must also be approved. The FAA also fosters the construction and improvements of airports; protects the environment by setting noise limits; combats hijacking; and conducts research and development programs.

Federal Participation in Railroad Regulation.

The Federal Railroad Administration responsibilities include the operation of the Bureau of Railroad Safety, the Office of High Speed Ground Transportation, and the Alaska Railroad.

Derailments have more than doubled in the last decade. The growing volume of hazardous materials being transported daily increases the probability of disasters. About two-thirds of all fatalities involving trains occur at crossings. Federal workers are attempting to reduce hazards and accidents at our public grade crossings. The Bureau of Railroad Safety enforces all rail safety regulations and determines how railroads can operate in a safer manner.

The Future Picture.

The problem of transportation in our nation is severe. There is simply too much traffic for our present systems to handle. Transportation experts have many ideas about relieving this problem. Some would like to ban cars from the inner city altogether. Others feel that actions such as adding more one-way streets, electronic traffic control, and off-street parking, would solve the problem. Still others favor the use of helicopters and monorails.

In the future, both local and state government will have a great need for a variety of professional, paraprofessional, and skilled level personnel to meet the challenge of providing safe, rapid, and efficient methods of transporting our nation's people and goods.

TEACHER
MANAGEMENT
ACTIVITIES

° Determine, for one week, the total number of miles operated by the vehicles selected by the class.

° Identify the improvement that was most desired in the class surveys.

° Invite speakers from the various job families to visit the class.

° Have each student make a short presentation on one position in transportation management. Contrast the duties performed among the various job families.

- Prepare a list of local transportation management agencies.
- Discuss the statistics on traffic injuries and fatalities in your area.
- Ask students to tell which intersections they consider hazardous, and why they feel this is so.

RESOURCES

BOOKS:

Your Country and the World, Ginn and Company, 1969.

Exploring the Urban World, Globe Book Company, 1972.

Challenges In Our Changing Urban Society, Laidlaw Brothers, 1969.

Hello, World! Transportation, Ruth Love Holloway and Elaine H. Stowe, Field Educational Publications, Inc., 1973.

Transportation, J. G. Ferguson, 1970.

Transportation in the World of the Future, J. B. Lippincott, 1968.

The Automobile Story, General Motors, Free, 1968.

Railroads, Charles E. Merrill, 1969.

FILMSTRIPS:

Our National Resources, Filmstrip House, (color, purchase), 1970.

Transportation In The U.S.A., Curriculum Materials Corp., (color, purchase), 1969.

Transportation, Bailey-Film Associates, (color, sound, purchase), 1969.

Transportation, Filmstrip House, (color, purchase), 1970.

Transportation and Modern Life, McGraw-Hill, (black and white), 1969.

Our Transportation Problem, Key Productions, (black and white, purchase), 1969.

Transportation Today, Coronet Films, (color, sound, purchase), 1970.

The Methods We Use, Coronet Films, (color, sound, purchase), 1970.

Systems Work Together, Coronet Films, (color, sound, purchase), 1970.

Dependence on Transportation Workers, Curriculum Materials Corporation, (color, purchase), 1970.

Land Transportation, Curriculum Materials Corporation, (color, purchase), 1979.

Transportation on Land, Eye Gate House, (color, sound, purchase), 1970.

You and the Automobile, Key Productions, (black and white, purchase), 1969.

Our Roads--A National Problem, Wayne State University, (black and white, purchase), 1969.

Highway Systems, Coronet Films, (color, sound, purchase), 1970.

The Airplane Changes America, Universal Education and Visual Arts, (color, sound, purchase), 1969.

Air Transportation, Curriculum Materials Corp., (color, purchase), 1969.

Transportation by Air, Eye Gate House, (color, sound, purchase), 1970.

Air Systems, Coronet Films, (color, sound, purchase), 1970.

The Airport: What You'd See There, Bailey Film Associates, (color, sound, purchase), 1969.

The Airport: Who Works There, Bailey Film Associates, (color, sound, purchase), 1969.

Rail Systems, Coronet Films, (color, sound, purchase), 1970.

The Railroad Terminal: What You'd See There, Bailey Film Associates, (color, sound, purchase), 1969.

The Railroad Terminal: Who Works There, Bailey Film Associates, (color, sound, purchase), 1969.

The Bus and Truck Terminal: What You'd See There, Bailey Film Associates, (color, sound, purchase), 1969.

The Bus and Truck Terminal: Who Works There, Bailey Film Associates, (color, sound, purchase), 1969.

The Harbor: Who Works There, Bailey Film Associates, (color, sound, purchase), 1969.

FILMS:

Transportation in the Modern World, Coronet Films, (11 min., black and white or color, sound, purchase), 1970.

A Trip from Chicago, Union Carbide, (30 min., color, sound, loan), 1969.

Fair Today - Futurama Tomorrow, General Motors, (26 min., color, sound, loan), 1969.

MAP:

Occupations: Transportation, Denoyer-Geppert, (color, purchase), 1969.

INDIVIDUAL STUDENT ACTIVITY

How could transportation in your area be improved? Survey the residents of your community to find out what your transportation needs are. Ask each resident to choose the one thing that would improve transportation in your area.

RESIDENTS

	1	2	3	4	5	6	7	8	9	10
More traffic signals										
More bike lanes										
A rapid transit system										
More one-way streets										
Better air service										
More freeways										
Timed traffic signals										
Higher speed limits										
Lower speed limits										
Left-turn lanes										
Better train service										
Safer intersections										
Better bus service										
Wider streets										

INDIVIDUAL STUDENT ACTIVITY

Count the number of motor vehicles that belong to the residents of your block.

	Trucks	Cars	Motor Cycles	Others	Total Number
Family #1					
#2					
#3					
#4					
#5					
#6					
#7					
#8					
#9					
#10					
#11					
#12					
#13					
#14					
#15					
#16					
#17					
#18					
#19					
#20					
Total	______	______	______	______	______

INDIVIDUAL STUDENT ACTIVITY

Select a motor vehicle that your family uses often. Keep a record of the trips made by that vehicle for one week.

Mileage at the beginning of the week ______________________________

Trip	Reason for the Trip
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
13	
14	
15	
16	
17	
18	
19	
20	

Mileage at the end of the week ______________________________

Miles operated during the week ______________________________

INDIVIDUAL STUDENT ACTIVITY

Ask your family and neighbors to answer the following questions:

Person	How far do you travel to work?	If you travel by automobile, how many people are in the car?	At what time do you leave work?	Would you use public transportation if it were convenient?
# 1				
# 2				
# 3				
# 4				
# 5				
# 6				
# 7				
# 8				
# 9				
#10				
#11				
#12				
#13				
#14				
#15				
#16				
#17				
#18				
#19				
#20				

Appendix A

RESOURCE SUPPLIERS

Appendix A

RESOURCE SUPPLIERS

This appendix is a listing of suppliers of resources itemized at the end of each unit of the individual sections.

Abingdon Press
Nashville, TN 37202

Academy Films, Inc.
748 N. Seward Street
Hollywood, CA 90038

Aetna Life and Casualty
151 Farmington Avenue
Hartford, CT 06115

AEVAC Inc.
500 Fifth Avenue
New York, NY 10036

Allyn and Bacon Inc.
470 Atlantic Avenue
Boston, MA 02210

American Book Company
Van Nostrand
300 Pike Street
Cincinnati, OH 54202

American Educational Films
9304 Santa Monica Boulevard
Beverly Hills, CA 90210

American Education Publications
Education Center
Columbus, OH 43216

American Forestry Association
919 17th Street, N.W.
Washington, D. C. 20006

American Gas Association, Inc.
605 Third Avenue
New York, NY 10016

American Guidance Service, Inc.
Publishers Building
Circle Pines, MN 55014

American Institute of Planners
917 15th Street, N. W.
Washington, D. C. 20005

American Library Association
50 East Huron Street
Chicago, IL 60611

American Mutual Insurance
20 North Wacker Dr.
Chicago, IL 60606

American Sheep Producers Council, Inc.
Suite 520, Railway Exchange Building
909 17th Street
Denver, CO 80202

Appleton-Century-Crofts
440 Park Avenue South
New York, NY 10016

Associated Film Service
3407 Magnolia Boulevard
Burbank, CA 91505

Association Films, Inc.
600 Madison Avenue
New York, NY 10022

Athletic Institute
805 Merchandise Mart
Chicago, IL 60654

Bailey-Film Associates
11559 Santa Monica Boulevard
West Los Angeles, CA 90025

Arthur Barr Productions, Inc.
1029 North Allen Avenue
Pasadena, CA 91104

Behavior Research Laboratory
Box 577
Palo Alto, CA 94302

Benefic Press
10300 W. Roosevelt Road
Westchester, IL 60153

Channing L. Bete Co., Inc.
45 Federal Street
Greenfield, MA 01301

B'nai B'rith
315 Lexington Avenue
New York, NY 10016

California Highway Patrol
2611 26th Street
Sacramento, CA 95618

Carman Educational Associates
P.O. Box 205
Youngstown, NY 14174

Carousel Films, Inc.
1501 Broadway, Suite 1503
New York, NY 10036

CENCO Education Aids
2600 S. Kostner Avenue
Chicago, IL 60623

Chronicle Guidance Publications
Moravia, NY 13118

Churchill Films
662 N. Robertson Boulevard
Los Angeles, CA 90069

Columbia University Press
Center for Mass Communication
440 West 110th Street
New York, NY 10025

Connecticut State Department of Health
Public Health Education Section
79 Elm Street
Hartford, CN 06115

Coronet Films
65 E. South Water Street
Chicago, IL 60601

Creative Visuals
Box 1911
Big Spring, TX 79720

Curriculum Materials Corporation
1319 Vine Street
Philadelphia, PA 19107

Denoyer-Geppert Company
5235 Ravenswood Avenue
Chicago, IL 60640

Dibie-Dash Productions
4949 Hollywood Blvd.
Los Angeles, CA 90037

Walt Disney 16MM Films
800 Sonora Avenue
Glendale, CA 91201

Doubleday and Company, Inc.
501 Franklin Avenue
Garden City, NY 11531

Educational Activities, Inc.
P. O. Box 392
Freeport, Long Island, NY 11520

EMC Corporation
180 E. 6th Street
St. Paul, MN 55101

Encyclopaedia Britannica
Educational Corporation
425 N. Michigan Avenue
Chicago, IL 60611

Enrichment Teaching Materials
246 Fifth Avenue
New York, NY 10001

Eye Gate House, Inc.
146-01 Archer Avenue
Jamaica, NY 11435

Fearon Publishers
2165 Park Boulevard
Palo Alto, CA 94306

J. G. Ferguson Publishing Company
6 North Michigan Avenue
Chicago, IL 60602

Field Enterprises Educational Corp.
Merchandise Mart Plaza
Chicago, IL 60654

Films, Inc.
1144 Wilmette Avenue
Wilmette, IL 60091

Filmstrip House, Inc.
432 Park Avenue South
New York, NY 10016

Follett Educational Corporation
1010 West Washington Boulevard
Chicago, IL 60607

General Electronics Laboratories
1085 Commonwealth Avenue
Boston, MA 02215

General Motors Corporation
General Motors Film Library
General Motors Building
Detroit, MI 48202

Ginn and Company
Statler Building
Boston, MA 02117

Globe Book Company
175 Fifth Avenue
New York, NY 10010

Guidance Associates of Pleasantville
23 Washington Avenue
Pleasantville, NY 10570

Gypsum Association
201 North Wells Street
Chicago, IL 60606

E. M. Hale and Company Publishers
1201 South Hastings Way
Eau Claire, WI 54701

Harcourt Brace Jovanovich
757 Third Avenue
New York, NY 10017

Harper and Row Publishers
School Department
2500 Crawford Avenue
Evanston, IL 60201

Hawthorn Books, Inc.
70 Fifth Avenue
New York, NY 10011

Henk Newenhouse/Novo
1825 Willow Road
Northfield, IL 60093

Highway Safety Foundation, Inc.
P. O. Box 1563
Mansfiled, OH 44907

Houghton-Mifflin Company
110 Fremont Street
Boston, MA 02107

Imperial Film Company
321 South Florida Avenue
Lakeland, FL 33803

Imperial International Learning
247 West Court Street
Kankakee, IL 60901

Indiana University
Audio-Visual Center
Field Services Department
Bloomington, IN 47401

Institutional Cinema Service
29 East 10th Street
New York, NY 10003

Instructional Aids, Inc.
P. O. Box 191
Mankalo, MI 56001

International Film Bureau, Inc.
332 South Michigan Avenue
Chicago, IL 60604

IQ Films, Inc.
689 Fifth Avenue
New York, NY 10022

Jam Handy School Service, Inc
2781 East Grand Boulevard
Detroit, MI 48211

Journal Films, Inc.
909 W. Diversey Parkway
Chicago, IL 60614

Key Productions, Inc.
527 Madison Avenue
New York, NY 10022

Alfred A. Knopf, Inc.
201 East Fiftieth Street
New York, NY 10022

Laidlaw Brothers
Thatcher and Madison
RiverForest, IL 60305

J. B. Lippincott Company
East Washington Square
Philadelphia, PA 19105

Long Filmslide Service
7505 Fairmont Avenue
El Cerrito, CA 94530

Lyons and Carnahan-Educational Pub.
407 E. 25th Street
Chicago, IL 60616

Macmillan Company
866 Third Avenue
New York, NY 10022

McGraw-Hill Book Company
330 West 42nd Street
New York, NY 10036

Charles E. Merrill
1300 Alum Creek Drive
Columbus, Ohio 43216

MPATI, Inc.
Memorial Center
Purdue University
Lafayette, IN 47902

NASCO
Fort Atkinson, WI 53538

National Association of
Housing and Redevelopment Officials
Publications Department
1413 K Street, N. W.
Washington, D. C. 20005

National Center for Audio Tapes
University of Colorado
Stadium Building
Boulder, CO 80302

National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

National Recreation and Park Assoc.
1700 Pennsylvania Avenue, N.W.
Washington, D. C. 20006

National Safety Council
425 N. Michigan Avenue
Chicago, IL 60611

NBC Educational Enterprises
Room 1040, 30 Rockefeller Plaza
New York, NY 10020

A. J. Nystrom and Company
3333 Elston Avenue
Chicago, IL 60618

Olcott Forward, Inc.
234 N. Central Avenue
Hartsdale, NY 10530

Paulist Productions
17575 Pacific Coast Highway
Pacific Palisades, CA 90272

Penquin Books, Inc.
7110 Ambassador Road
Baltimore, MD 21207

George A. Pflaum, Publisher
38West Fifth Street
Dayton, Ohio 45402

Pharmaceutical Manufacturers Assoc.
1155 Fifteenth Street, N. W.
Washington, D. C. 20005

Popular Science Publishing Company
Audio-Visual Division
355 Lexington Avenue
New York, NY 10017

Prentice-Hall
Englewood Cliffs, NJ 07632

Progressive Pictures
1810 Francisca Court
Benicia, CA 94510

G. P. Putnam's Sons Coward-Mccann Inc.
200 Madison Avenue
New York, NY 10016

Rand McNally and Company
405 Park Avenue
New York, NY 10022

Frank E. Richards Publishing Company
324 First Street
Liverpool, NY 13088

Serina Press
70 Kennedy Street
Alexandria, VA 22305

Signal Press
1730 Chicago Avenue
Evanston, IL 60201

Simon and Schuster, Inc.
Rockefeller Center
630 Fifth Avenue
New York, NY 10020

L. W. Singer Company, Inc.
201 E. 50th Street
New York, NY 10022

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, IL 60614

Steck-Vaughn Company Publishers
P. O. Box 2028
Austin, TX 78767

Sterling Educational Films
241 East 34th Street
New York, NY 10016

Tax Foundation, Inc.
50 Rockefeller Plaza
New York, NY 10020

Charles C. Thomas Publishers
301-327 E. Lawrence Avenue
Springfield, IL 62703

Tweedy Transparencies
208 Hollywood Avenue
East Orange, NJ 07018

Union Carbide Corporation
270 Park Avenue
New York, NY 10017

United Methodist Church Board of Missions
7820 Reading Road
Cincinnati, OH 45237

United States Civil Service Commission
1900 E Street, N. W.
Washington, D. C. 20415

United States Department of the Interior
Bureau of Land Management
Washington, D. C. 20240

United States Environmental Protection
Agency
Washington, D. C. 20460

United States Government Printing Office
Division of Public Documents
Washington, D. C. 20402

United States Immigration and
Naturalization Service
119 D Street, N.E.
Washington, D. C. 20536

United States Internal Revenue Service
or Regional Offices
Washington, D. C. 20220

United States National Audiovisual
National Archives and Records Service
Washington, D. C. 20409

Universal Educational and Visual Arts
221 Park Avenue South
New York, NY 10003

Van Nostrand Reinhold Company
450 West 33rd Street
New York, NY 10001

Visual Education Consultants, Inc.
2066 Helena Street
Box 52
Madison, WI 53701

Visual Materials, Inc.
Redwood City, CA 94063

Vocational Education Productions
California State Polytechnic College
San Luis Obispo, CA 93401

Washington Square Press
630 Fifth Avenue
New York, NY 10022

Franklin Watts, Inc.
575 Lexington Avenue
New York, NY 10022

Wayne State University
Audio-Visual Production Center
Distribution Department
680 Putnam
Detroit, MI 48202

Western Electric Company
Motion Picture Bureau
Public Relations Division
195 Broadway
New York, NY 10007

Western Publishing Company, Inc.
850 Third Avenue
New York, NY 10022

Albert Whitman
560 West Lake Street
Chicago, IL 60606

John Wiley and Sons, Inc.
605 Third Street
New York, NY 10016

H. Wilson Corporation
555 W. Taft Drive
South Holland, IL 60473

Wing Productions
252 Great Road
Bedford, MA 01730

David L. Wolper Productions
8489 West Third Street
Los Angeles, CA 90048

Worchester Film Corporation
131 Central Street
Worchester, MA 01608

Appendix B

SUGGESTED EVALUATION QUESTIONS FOR PRE- AND POST-TESTS

Introduction

The Exploring Public Service Occupations curriculum guide deals with the wide range of jobs found in the public service career family. This exploration guide was developed primarily for students in grades 6 through 9. The Exploring Public Service Occupations guide is the first in a series of curriculum guides that is aimed at exploring, orienting, and preparing students for entry-level jobs in public service occupation. Consequently, the material in this guide is designed to enable each student to explore the following major occupational groups; resources management, educational services, governmental agency management, public safety, corrections and judicial services, rural, urban, and community development, social and economic services, regulatory services and records, and transportation. In order to give each student a feeling of what a particular public service job is like, the curriculum stresses the attitudes, feelings, and emotions, as well as the functions and duties of the workers. Both the economic and psychological benefits of working in public-service are discussed.

These tests were developed to help teachers:

(1) measure student learning gain.
(2) determine if the instructional objectives have been met.

Test Contents

Any evaluation of student learning should adhere closely to the intended outcomes expressed in the written objectives. Therefore, each test is based on the specific instructional objectives found in its corresponding unit in the Common Core guide. Every item of each test is directly associated with one of the objectives found in the guide for that unit.

These tests are structured to help determine whether the student has become competent or not in each unit. The items for each test relate only to the instructional objectives found at the beginning of that unit in the guide. No test items refer to material found in previous or later units. Consequently, each unit in the teacher's guide and its corresponding test can be used independently.

The evaluative approach used in these tests is not designed to measure the relative standing of each student to an actual or hypothetical population. Rather, it is designed to report a student's performance solely in terms of objectives mastered or not mastered. Each student can reach or exceed the minimum performance standard or criterion. Hence, this testing is called criterion referenced testing.

Directions

The tests have been prepared as master copies which may be duplicated for student distribution.

There is a separate test for each unit of instruction in the curriculum guide. For example, test number one can be used as a pretest and a post-test with the content in Exploring Public Services, Unit 1.

Because each class is unique, instructors may add or delete any test items desired.

These tests have been given under nearly every conceivable condition, formal group testing, informal individual sessions, and "take home" tests. In so far as can be determined, satisfactory results were obtained under every condition.

In response to the demand for a system that is easy to use, a convenient answer key for each test has been included in this folder.

The tests provide an objective method for determining student learning gain, while freeing teachers to use valuable time for instruction.

Validity

The validity of any test must be determined in reference to the particular use for which the test is being considered. As these tests are essentially measures of student achievement, they must have content validity. Content validity involves the systematic examination of the test content to insure that it covers a representative sample of the behavior domain to be measured. By employing questions that directly relate to the instructional objectives in each unit, content validity is insured.

An experimental edition of this test was field tested in twelve schools, which were selected on the basis of size of school and community. Over 1,000 secondary school students were involved in the validation testing. Socio-economic groups taking the test ranged from the disadvantaged to upper middle-class. The schools were also selected to gain a student population from urban, suburban, and rural areas. In each of the schools, the teacher first gave the students a pretest before the content was introduced. The same testing instrument was used as a post-test. The objectives were to measure student learning which took place as a result of studying the material in the instructional unit, and to establish criterion referenced tests for use by schools throughout the country. For this purpose, a percentage passing of 70 percent or above on the post-test was considered to be an acceptable criterion mastery for that unit. No norms were established for these tests. It is suggested that each student be able to successfully pass 70 percent of the questions for each instructional unit that he is tested on. During this field test, suggestions for improving these tests were also made. The criterion referenced tests in this booklet are based on the pretest and post-test material used in this validation study.

Other Means of Evaluation

Instructors may wish to assign individual projects, with each student rated by the quality of work done on the project.

The following is a short list of suggested activities for evaluating student achievement.

It should be remembered that an instructor can use a wide assortment of test situations to evaluate students.

The class may be divided into small groups, with students rated according to their contribution to the group effort.

Situational tests can be devised that simulate real-life situations which are likely to occur.

Role-playing is another excellent technique which could be employed to gain insights into a student's ability.

Acknowledgements

The Public Service Occupations tests were developed and field tested in twelve locations. While many people were involved in this project, the staff is particularly indebted to the following people:

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Unit 1 Governing Ourselves in a Republic

"Scramble" Game

Unscramble the words below and put the correct word in each blank:

1. Under a ________________ form of government the people choose those who will
   (cbupeanrli)
   make the laws.

2. Members of Congress take __________ to see how the voters feel.
   (solpl)

3. Many citizens send ________________ to their representatives.
   (retegamls)

4. ________________ groups try to get lawmakers to pass bills favorable to their groups.
   (sepusrer)

5. ______________ furnish information to lawmakers.
   (sliboeb)

6. Citizens can challenge the law by taking a ________ ________ to court.
   (sett) (esac)

7. People who attend conventions choose their party's ________________.
   (dacendiast)

8. A group of citizens who cannot get their views adopted by big parties can form a
   __________ __________.
   (hrtid) (ryapt)

9. The party's stand on an issue is called a ___________ in the platform.
   (lapkn)

10. Voters who feel strongly about issues often place ________ ______________
    on their cars. (epubrm) (kitscesr)

11. The most important way to participate in government is to cast a ______________
    in every election. (labolt)

Answer Key

1. republican
2. polls
3. telegrams
4. pressure
5. lobbies
6. test case
7. candidates
8. third party
9. plank
10. bumper stickers
11. ballot

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Unit 2 How Our Country is Governed

Put the correct number on each line. When you have finished, add the numbers together. Your total should be 218.

a. How many branches does the federal government have? ______

b. The President is elected for a ____________ year term. ______

c. The President is limited to ____________ elected terms of office. ______

d. The President must be ____________ years old. ______

e. How many senators does each state have? ______

f. What is the total number of U.S. Senators? ______

g. Each Senator is elected for ____________ years. ______

h. A Senator must be ____________ years old. ______

i. Each Representative must be ____________ years old. ______

j. Each Representative is elected for ____________ years. ______

k. How many Justices serve on the Supreme Court? ______

TOTAL 218

Answer Key

a. 3
b. 4
c. 2
d. 35
e. 2
f. 100
g. 6
h. 30
i. 25
j. 2
k. 9

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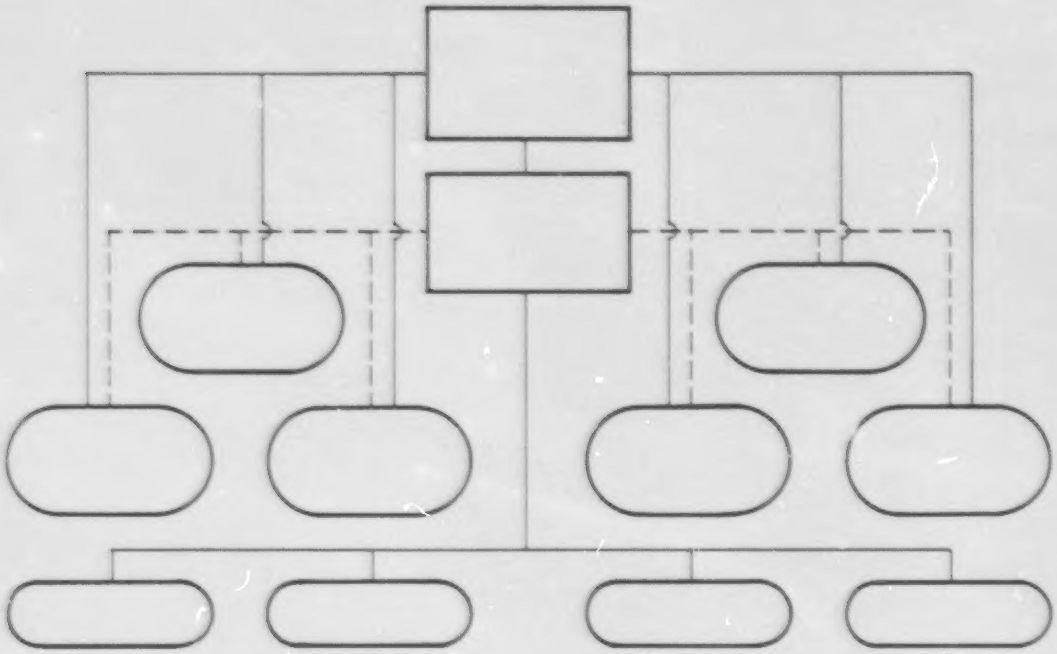
Unit 3 How the State is Governed

As the teacher reads a description of a state government position, find the correct answer and write it in the proper place.

Example: No. 1 — We elect the officials that run our state, we are the

(Voters).



Choose your answers from the list below:

Attorney General
Governor
Treasurer
Superintendent of Public Instruction

Auditor
Fish and Game
Welfare

Highways
Lieutenant Governor
Health
Secretary of State

Clues:

3. I am in charge of the state records. I make sure that the election laws of the state are followed. I am the Secretary of State.

5. I can appoint people to some state jobs. I can pardon criminals. I am the Chief Executive of the state. I am the Governor.

7. I watch the state treasury. I make sure that the money is spent properly. I am the Auditor.

9. I am the person who is in charge when the Governor is away. I become Governor if the Governor dies. I am the Lieutenant Governor.

10. I am in charge of the state's schools. I am responsible for certifying teachers and school lunches. I am the Superintendent of Public Instruction.

11. I pay the state's bills. I am the Treasurer.

2. My Department watches the growth of wildlife in the state. I run the Department of Fish and Game.

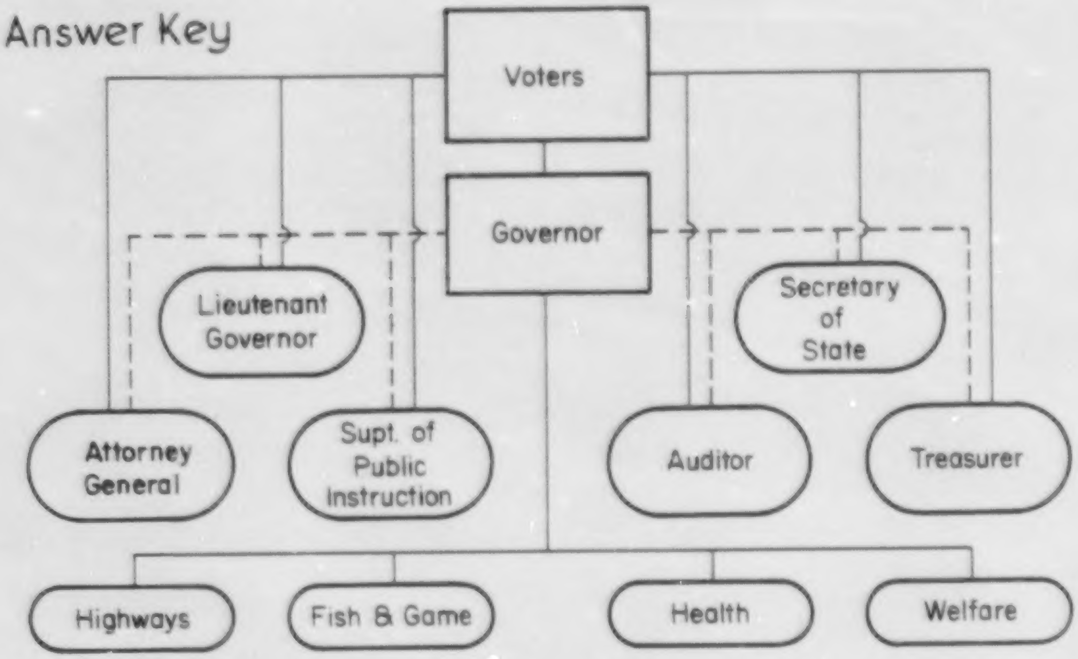
4. My Department builds bridges, digs ditches, cuts weeds, and plows snow. I run the Department of Highways.

6. My Department helps people who are out of work. I run the Department of Welfare.

8. My Department is responsible for keeping disease under control. I run the Department of Health.

12. I tell the Governor and other officials what is lawful. I represent the state in court. I am the Attorney General.

Answer Key


Voters
Governor
Lieutenant Governor
Secretary of State
Attorney General
Supt. of Public Instruction
Auditor
Treasurer
Highways
Fish & Game
Health
Welfare

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Unit 4 How Local Governments are Governed

Fill in the blanks by choosing the proper words from the list at the bottom of the page.

1. A person hired to run the city government is called the ____________________.
2. The Director of ____________ is responsible for the care of streets.
3. Many city workers are __________ ____________ employees.
4. ____________ workers try to control and prevent contagious diseases.
5. The chief law enforcement officer in the County is the ____________________.
6. In some cities, the ____________ is the Chief Executive of the government.
7. The County ____________ is in charge of the county's money.
8. In some cities, a __________________ is in charge of a city Department, such as Public Works or Public Safety.
9. The ____________________ is a group of elected citizens who make the laws for the city government.
10. The County ____________ prosecutes people who break the law.
11. The County ______________________ or Recorder records all real estate deeds.
12. The ____________ investigates mysterious deaths.

Sheriff
Mayor
Treasurer
Commissioner

City Council
District Attorney
Clerk
Coroner

City Manager
Public Works
Civil Service
Public Health

Answer Key

1. City Manager
2. Public Works
3. Civil Service
4. Public Health
5. Sheriff
6. Mayor
7. Treasurer
8. Commissioner
9. City Council
10. District Attorney
11. Clerk
12. Coroner

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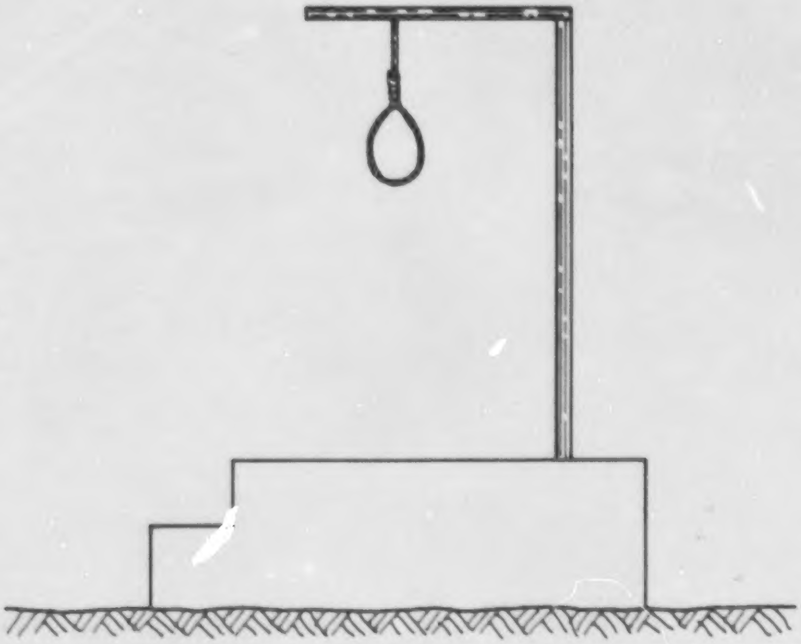
Unit 5 What it Takes to be a Public-Service Worker "Hangman"

Fill in the blanks below by using the clues your teacher will give you. Put the first letter of the word that fits the clue on the proper line.

Example: If the clue is, "Word 2 - Instructions are given both ______________ and in writing," the clue word would be "orally," and you would put an "O" on line 2.

____	O	____	____	____	____	____	____	____	____	____
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.



On your first miss, you must draw a head in the hangman's noose;

On the second miss, the body;

On the third miss, one arm;

On the fourth miss, the other arm;

On the fifth miss, one leg;

On the sixth miss, the other leg;

AND YOU'RE HUNG!

Clues for the Hangman Game:

2. Instructions are given both orally and in writing.

6. In order for people to be able to follow oral instructions, they must be clear and specific.

9. Fire-control technicians usually will have completed a two-year community college course with specialization in the field of their interests.

1. An example of a public-service occupational area requiring only a high-school diploma is that of the clerical worker.

4. In writing sentences we often use punctuation to make our meaning clear. In speaking we may use tone of voice.

7. Cleanliness of the body and hair is essential to good grooming.

11. Public-service occupations are classified according to level of skill needed for a specific job.

8. Each public-service job will have the qualifications that are unique to that job.

5. Since government employees represent the government to the public, they must always

and

3. be neat in appearance.

10. Public-service employees must be willing to learn.

Here is the word:

C	O	N	T	R	I	B	U	T	E	S
1	2	3	4	5	6	7	8	9	10	11

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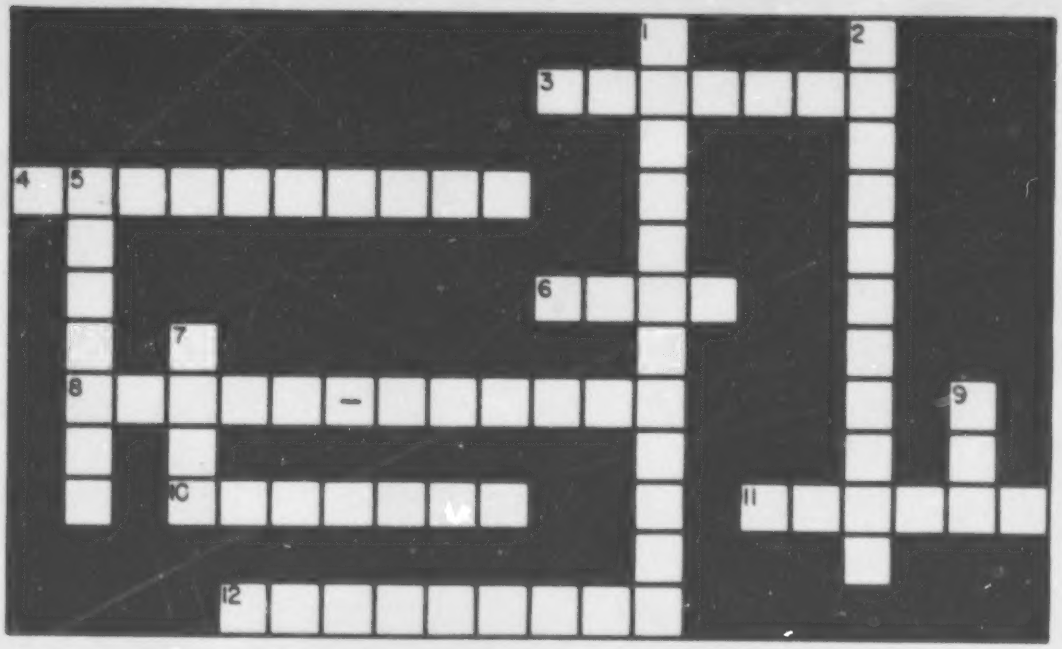
Unit 6 How Public-Service Workers are Chosen

Crossword Puzzle



ACROSS:

3. The U.S. Civil Service Commission announces and conducts examinations for public service occupations for the ______________ government.

4. Information about current job openings may be found in state ______________ offices.

6. All persons who meet the qualifications are given consideration without regard to ______________, color, creed or national origin.

8. State __________ ______________ boards conduct examinations for public service jobs at the state level.

10. Government is the ______________________ employer in the United States.

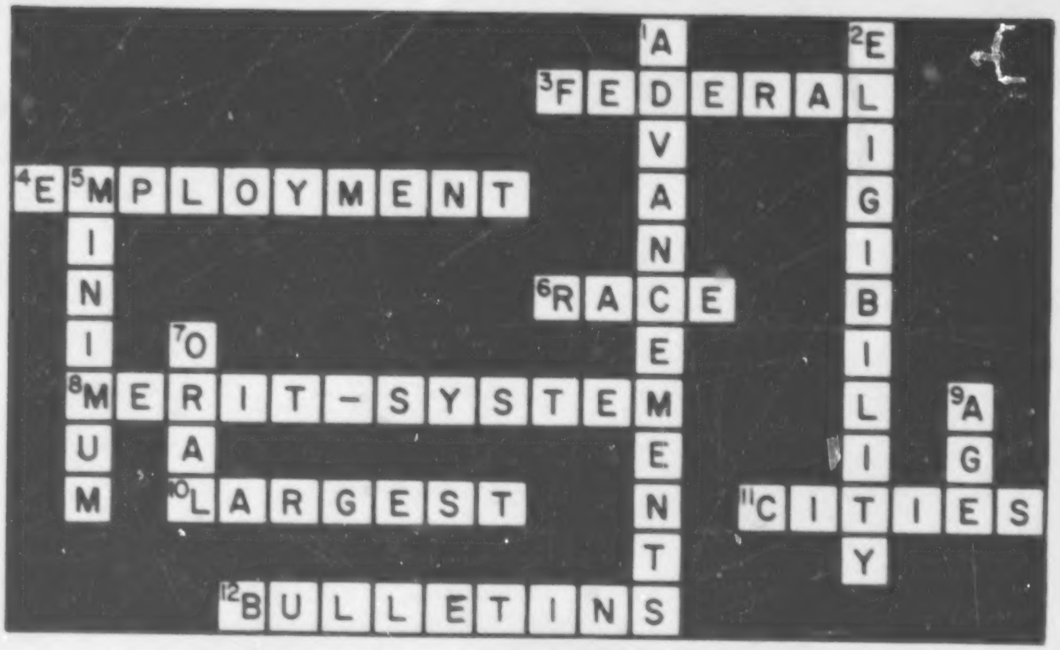
11. Most ______________________ and towns now also have civil service systems for public service jobs.

12. Job openings in public service occupations are announced in ______________

DOWN:

1. There are many opportunities for ______________________ in the civil service.
2. Job offers are made from the ______________________ list in the order the names appear on it.
5. In order to be eligible for a public service job, a person must pass the tests with a ______________ score.
7. Some public service workers will be chosen by ______________________ test only.
9. A public service worker usually has to meet requirements such as ______________, citizenship, physical condition.

Answer Key



1 ADVANCEMENTS
2 ELIGIBILITY
3 FEDERAL
4 EMPLOYMENT
5 MINIMUM
6 RACE
7 ORAL
8 MERIT-SYSTEM
9 AGE
10 LARGEST
11 CITIES
12 BULLETINS

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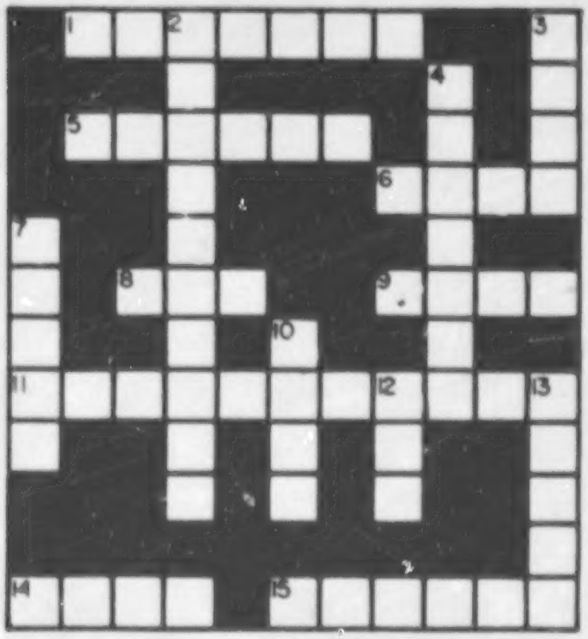
Unit 7 **Financing Government Services** **Crossword Puzzle**



ACROSS:

1. City workers keep our ____________ clean.
5. Aid to the blind and the poor are ____________ services.
6. Foods and drugs must be kept ____________
8. Citizens pay an income ____________ to pay for government services.
9. People who have broken the law are often put in ________________ .
11. Public service workers protect our natural ________________ .
14. We need workers to ________________ our communities for future needs.
15. Public clinics and hospitals are a part of ________________ services.

DOWN:

2. Playground workers operate ______________________ centers for leisure activities.
3. Communities need ____________ and police protection.
4. Some public service workers ____________ children.
7. Our communities provide ______________ that is safe to drink.
10. Public servants build our ______________ and highway systems.
12. Many ______________ and women are needed to provide services for all.
13. We depend on workers who pick up ______________ .

Answer Key

	1 S	T	2 R	E	E	T	S			3 F
			E					4 E		I
	5 S	O	C	I	A	L		D		R
			R				6 P	U	R	E
7 W			E					C		
A		8 T	A	X			9 J	A	I	L
T			T		10 R			T		
11 E	N	V	I	R	O	N	12 M	E	N	13 T
R			O		A		E			R
			N		D		N			A
										S
14 P	L	A	N		15 H	E	A	L	T	H

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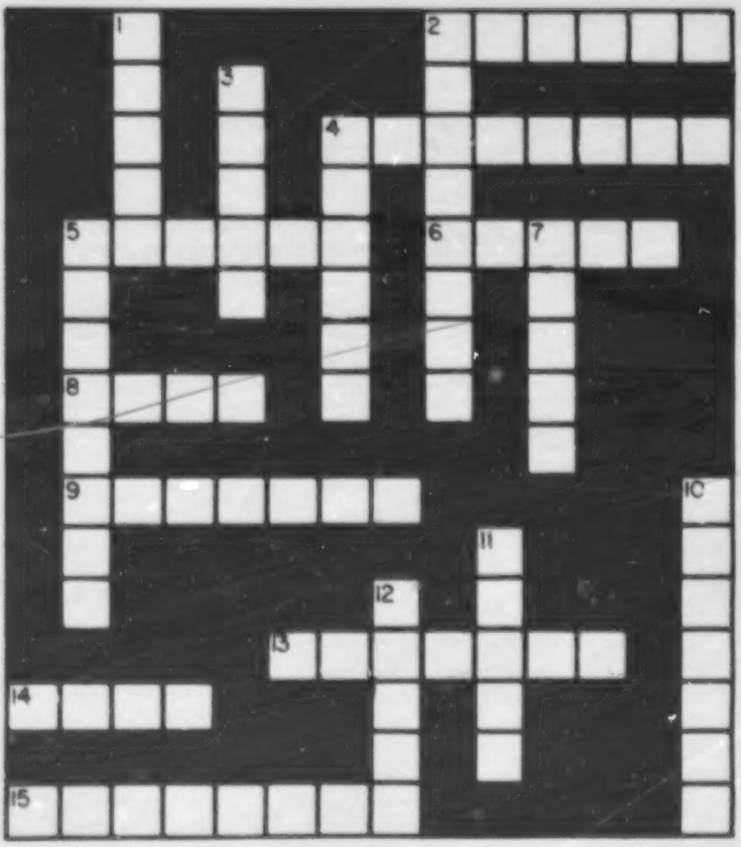
Unit 8 The Government Lends a Hand

Crossword Puzzle



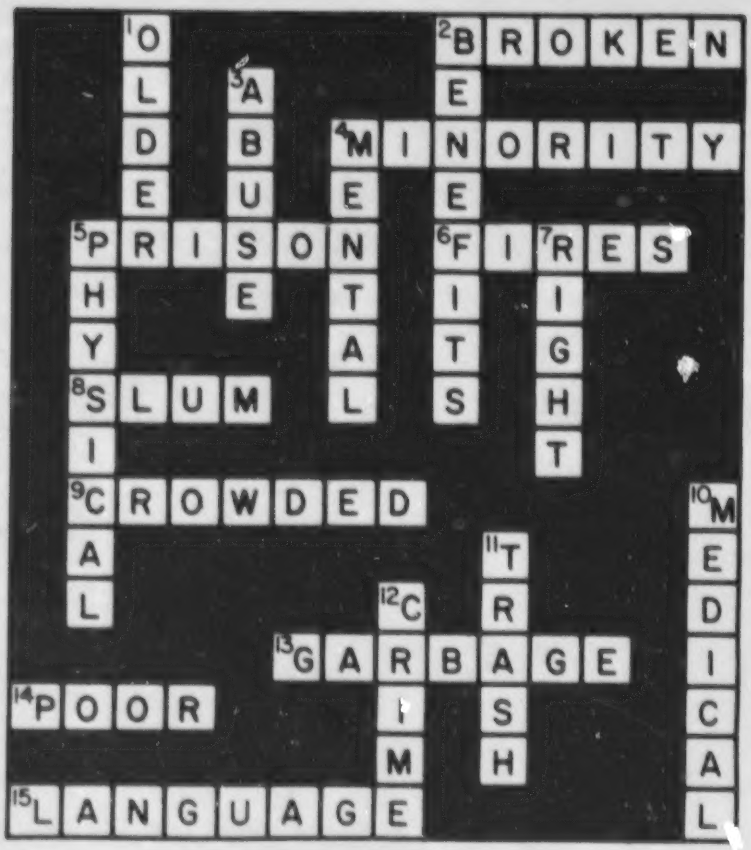
ACROSS:

2. Slum areas have many ____________ families.
4. ____________ groups often face discrimination.
5. People who have been released from ____________ often need help.
6. ____________ are a hazard in slum areas.
8. ____________ housing may have unhealthy conditions.
9. Housing for the poor is often ____________.
13. ____________ may not be picked up regularly in slum areas.
14. Many slum-area families are ____________.
15. Minority group members may have ____________ problems.

DOWN:

1. ____________ people who can no longer work may become needy.
2. Retired workers may get Social Security ______________ .
3. People with a history of drug ____________ may need help.
4. Social service workers help people with ____________ illness.
5. People who have ______________ handicaps may need help.
7. Social Security benefits are a ____________ .
10. Poor people need help in paying for ______________ care.
11. Slum areas are often littered with ______________ .
12. Slum areas often have a high ______________ rate.

Answer Key


1 OLDER
2 BROKEN
2 BENEFITS
3 ABUSE
4 MINORITY
4 MENTAL
5 PRISON
5 PHYSICAL
6 FIRES
7 RIGHT
8 SLUM
9 CROWDED
10 MEDICAL
11 TRASH
12 CRIME
13 GARBAGE
14 POOR
15 LANGUAGE

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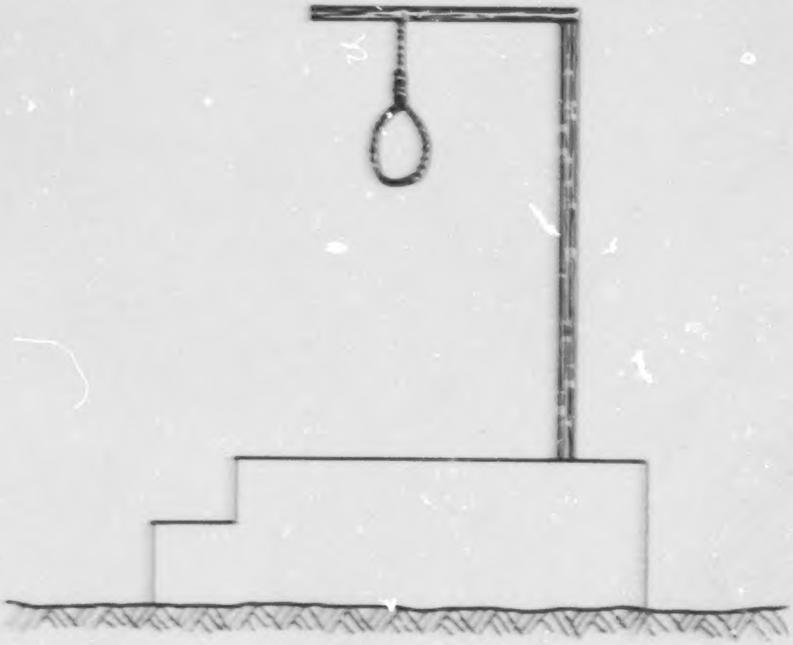
Unit 9 Helping Everyone Enjoy Life

"Hangman"

Fill in the blanks by using the clues your teacher will give you. Put the first letter of the word that fits the clue on the proper line.

____	____	____	____	____	____	I	____	____	____	____
1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.

Example: The clue is "Letter 7 — Communities must plan for the ________________ and future recreational needs of all people." The clue word is "immediate," and an "I" is placed on line 7).



On your first miss, you must draw a head in the hangman's noose;

On the second miss, the body;

On the third miss, one arm;

On the fourth miss, the other arm;

On the fifth miss, one leg;

On the sixth miss, the other leg.

AND YOU'RE HUNG!

Clues for the Hangman Game:

2. Community centers must meet the needs of people of all __ages__.

5. Bacteria in swimming pools can cause __illness__.

4. Park rangers give __talks__ about wildlife, rocks, and trees.

6. Local __communities__ have the major responsibility for providing recreational services.

9. Children enjoy __active__ games and contests.

11. Recreation supervisors hire leaders, supervise workers, and order __equipment__.

10. Recreation leaders __teach__ the rules and regulations of many games.

8. Recreation workers __plan__ and supervise many activities.

3. __Recreation__ is considered an important part of everyday life.

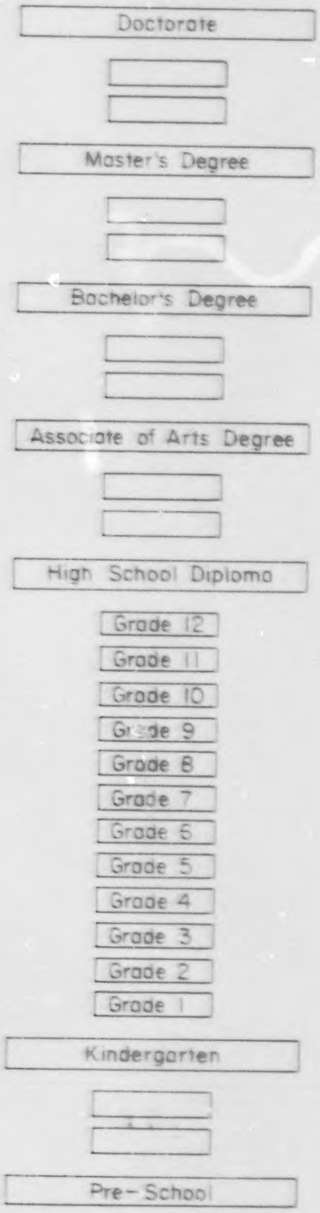
1. The Grand Canyon is a National __Park__

Here is the word:

P	A	R	T	I	C	I	P	A	T	E
1	2	3	4	5	6	7	8	9	10	11

Unit 10 Developing Informed and Educated Citizens "Getting A Doctorate" Game

Place your marker on "Pre-School." On another sheet of paper, answer each question asked by your teacher, as "true" or "false". Each correct answer promotes you one grade. If you miss a question, you must remain in that grade until you answer a question correctly.



Doctorate

Master's Degree

Bachelor's Degree

Associate of Arts Degree

High School Diploma

Grade 12
Grade 11
Grade 10
Grade 9
Grade 8
Grade 7
Grade 6
Grade 5
Grade 4
Grade 3
Grade 2
Grade 1

Kindergarten

Pre-School

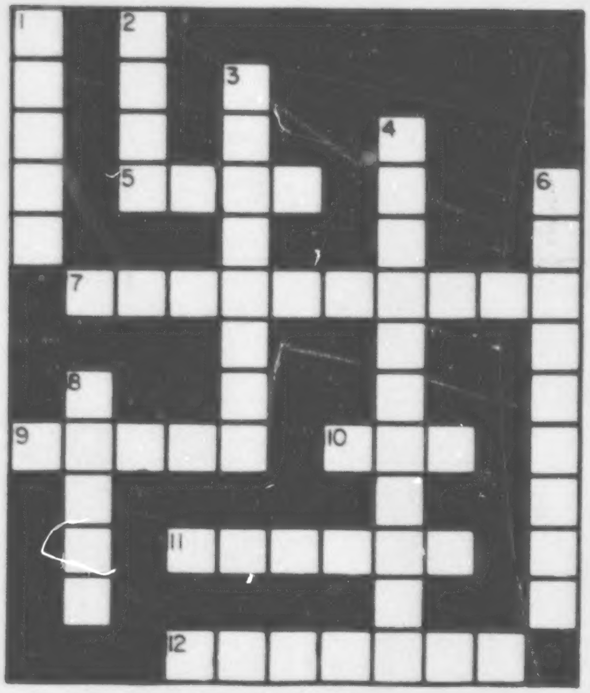
Answer Key

Read these questions aloud. Tell the students the correct answer after they have finished answering the question.

F 1. All American children in 1600 were required to attend public schools.
T 2. Many teenagers in colonial days could not read or write.
T 3. Democracy depends on the education of all citizens.
T 4. Every state now has a tax-supported free public school system.
T 5. The American Public school system is one of the largest in the world.
F 6. The United States has a national school system.
T 7. The federal government pays for some research in education.
T 8. Some books and equipment in local schools were bought by the federal government.
F 9. National laws state that all children under 16 must attend school.
F 10. The federal government is responsible for education.
T 11. The state gives local districts money to operate schools.
F 12. National laws require children to be vaccinated against certain diseases before they can attend school.
F 13. Most of a local district's money comes from income taxes.
T 14. State Department of Education experts help local districts select textbooks.
F 15. It usually takes four years to earn an Associate of Arts degree.
T 16. County superintendents determine educational policy for their counties.
F 17. Most students must go out of their states to receive a college education.
T 18. Local communities have most of the control over their schools.
F 19. Municipal governments are in charge of most local school districts.
F 20. Teachers are responsible for the operation and program of their schools.
F 21. Most elementary teachers work with students from many classes every day.
T 22. High school teachers usually specialize in one subject.
T 23. A bachelor's degree is usually required for teachers.
F 24. The use of paraprofessionals in education has been discontinued.
T 25. Teacher's aides may be expected to do housekeeping duties.
F 26. Children who have handicaps are not permitted to attend school.
T 27. Most professional librarians have a master's degree.
T 28. Many adults are now taking high school courses.
T 29. Public libraries are open to everyone.

Unit 11 A Clean Environment for All

Crossword Puzzle



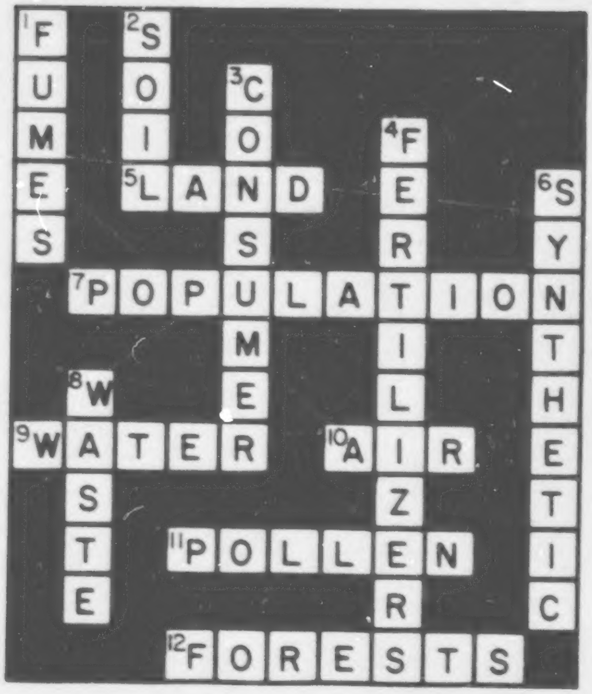
ACROSS:

5. ____________ in its natural condition is an irreplaceable natural resource.
7. ____________ growth is a major factor in environmental problems.
9. ____________ has been called our most mismanaged resource.
10. Geography and weather play major roles in causing ____________ pollution crises.
11. Radiation, smoke, dust, and ____________ are some causes of pollution.
12. ____________ usually renew themselves but they must be protected from insects, diseases, and fires.

DOWN:

1. ____________ from exhaust pipes are one source of air pollution.
2. ____________ is a replaceable resource which can be worn out by overuse.
3. Our demand for ____________ goods depletes our natural resources.
4. Synthetic ____________ can replace some of the nitrogen that is taken from soil.
6. ____________ or substitute materials are made from natural resources.
8. Packages are a source of solid ____________ .

Answer Key



1 FUMES
2 SOIL
3 CONSUMER
4 FERTILIZER
5 LAND
6 SYNTHETIC
7 POPULATION
8 WASTE
9 WATER
10 AIR
11 POLLEN
12 FORESTS

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Unit 12 Directing Community Growth

Missing Word Game

Using the clues below, put the proper word in each blank.

Example: Land is a commodity and a resource.

1. Areas which have over 50,000 people are called ____________________ areas.
2. Building and zoning laws must be ____________ .
3. Land is a resource which can only be rented by each ____________________ .
4. Our forefathers were overwhelmed by the ____________________ of available land.
5. ____________ architects make highways, buildings, and recreations areas look attractive.
6. ____________ space areas are rapidly disappearing.
7. City ____________ decide which buildings can be renewed and which buildings can be cleared away.
8. When slumlords subdivide buildings into tiny apartments, ____________ often results.
9. Because it is a fixed resource, many groups are competing for ____________________ .
10. Without business and ____________ , many people would be without jobs.
11. Public ____________ workers plan and control the development of our communities.

Find the first letter of each of the missing words and put a circle around it.

Example ➧	C	D	A	B	[✓ R]	S
1.	A	M	S	T	E	R
2.	W	U	O	E	A	S
3.	H	P	R	V	I	G
4.	A	B	U	C	D	R
5.	T	Q	L	O	Z	Y
6.	J	K	F	S	R	O
7.	G	R	I	E	P	C
8.	R	O	D	F	T	A
9.	F	T	B	L	W	U
10.	C	I	E	D	R	K
11.	S	M	N	G	D	R

Put the letters that you circled on the proper lines below to find the missing word.

____	____	____	____	____	____	____	____	____	____	____
1	2	3	4	5	6	7	8	9	10	11

(The missing word is a land area that includes several cities that are connected)

Answer Key

1. Areas which have over 50,000 people are called _metropolitan_ areas.
2. Building and zoning laws must be _enforced_ .
3. Land is a resource which can only be rented by each _generation_ .
4. Our forefathers were overwhelmed by the _abundance_ of available land.
5. _Landscape_ architects make highways, buildings, and recreation areas look attractive.
6. _Open_ space areas are rapidly disappearing.
7. City _planners_ decide which buildings can be renewed and which buildings can be cleared away.
8. When slumlords subdivide buildings into tiny apartments, _overcrowding_ often results.
9. Because it is a fixed resource, many groups are competing for _land_ .
10. Without business and _industry_ , many people would be without jobs.
11. Public _service_ workers plan and control the development of our communities.

1.	A	Ⓜ	S	T	E	R
2.	W	U	O	Ⓔ	A	S
3.	H	P	R	V	I	Ⓖ
4.	Ⓐ	B	U	C	D	R
5.	T	Q	Ⓛ	O	Z	Y
6.	J	K	F	S	R	Ⓞ
7.	G	R	I	E	Ⓟ	C
8.	R	Ⓞ	D	F	T	A
9.	F	T	B	Ⓛ	W	U
10.	C	Ⓘ	E	D	R	K
11.	Ⓢ	M	N	G	D	R

M	E	G	A	L	O	P	O	L	I	S
1	2	3	4	5	6	7	8	9	10	11

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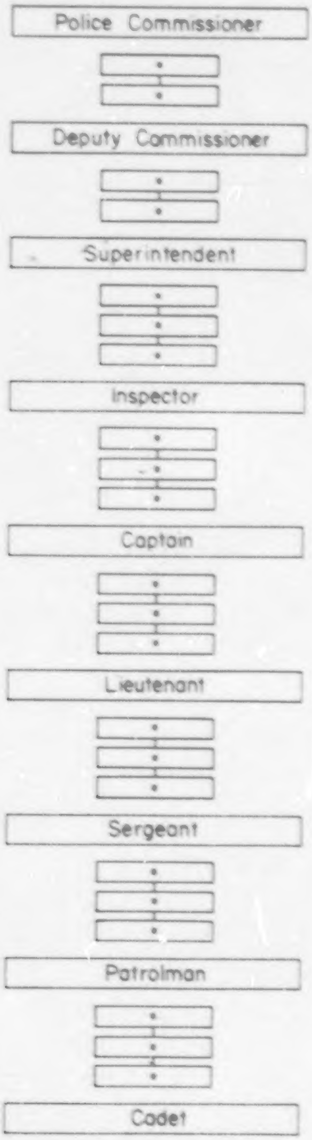
Unit 13 Enforcing Our Laws

"Becoming A Police Commissioner" Game

Can you make it to the top? First, place your marker on "cadet." On another sheet of paper, answer as "true" or "false" each question asked by your teacher. For each right answer, advance one spot; for each wrong answer, you must go back one spot.


Police Commissioner
Deputy Commissioner
Superintendent
Inspector
Captain
Lieutenant
Sergeant
Patrolman
Cadet

Answer Key

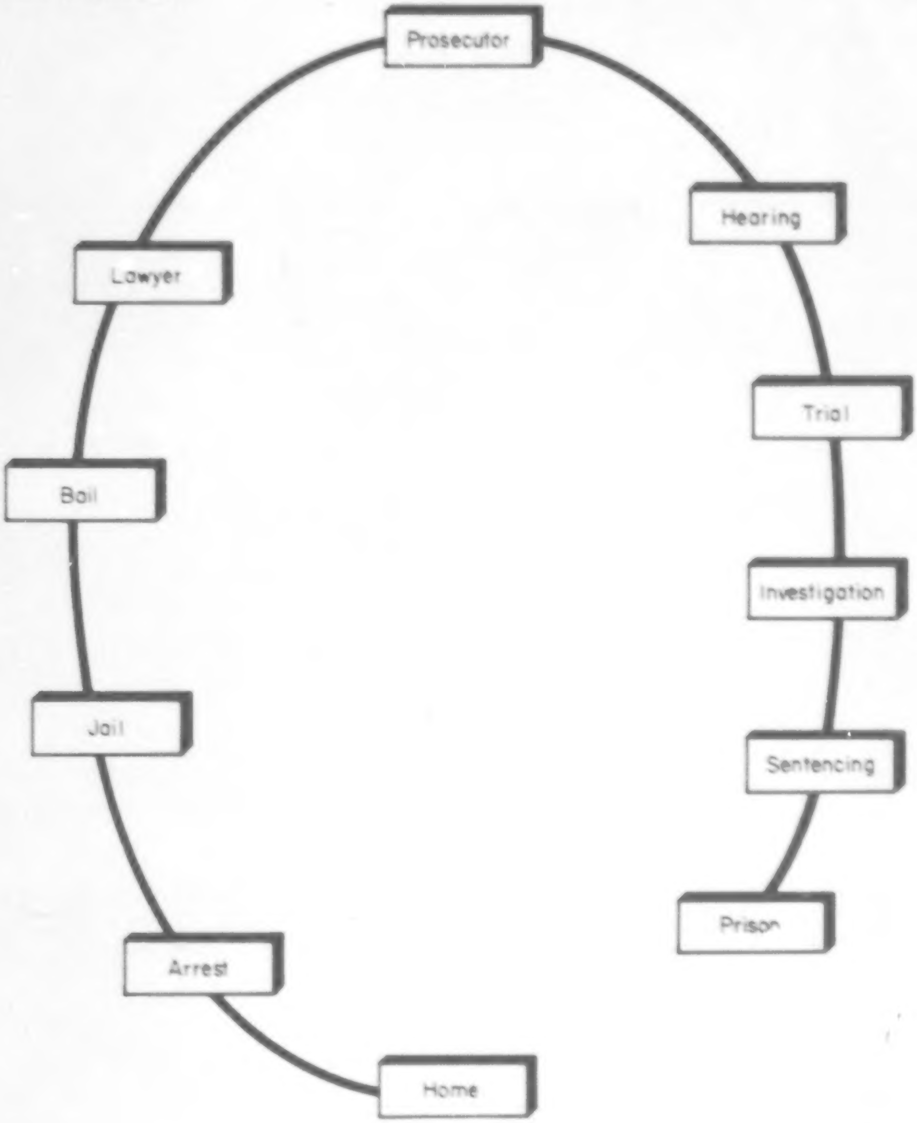
Read these statements aloud, and give the students the correct answer after they have finished answering each question.

(T) 1. Kidnapping is a federal crime.
(F) 2. Gambling is illegal in the United States.
(F) 3. Embezzlement and fraud are violent crimes.
(T) 4. A felony is a major crime.
(F) 5. Misdemeanors are the same in every state.
(T) 6. Phony contests and charities are white-collar crimes.
(F) 7. Most criminologists feel that environment does not affect crime.
(F) 8. Crime investigations are made by precinct captains.
(T) 9. Physical objects provide evidence that is more reliable than eye witnesses.
(F) 10. The most important piece of evidence is the voice print.
(T) 11. County Sheriffs are often required to collect taxes.
(F) 12. Federal law enforcement agencies do not operate outside of Washington, D.C.
(T) 13. State policemen are responsible for enforcing the law in their states.
(T) 14. Things which have moved or been broken can give clues to the investigator.
(T) 15. It is the duty of patrolmen to preserve the peace at public gatherings.
(T) 16. Policemen are called upon frequently to testify in court.
(F) 17. The F.B.I. is responsible for safe highway transportation.
(T) 18. Local police agencies have more law enforcement duties than federal agencies.
(F) 19. Most local policemen are high school dropouts.
(F) 20. Since women are physically weak, police departments do not hire them.
(T) 21. Before their first assignments, policemen usually go through training.
(F) 22. F.B.I. agents protect the President and members of his family.
(T) 23. Property crimes outnumber violent crimes.
(T) 24. The greatest rate of increase in crime has been in the suburbs.
(T) 25. Young people who have broken the law once are likely to do so again.
(T) 26. A large number of crimes in the U.S. are not reported to the police.
(F) 27. Detectives have the responsibility of regulating traffic.
(F) 28. Patrolmen are responsible for recovering stolen property.
(F) 29. County sheriffs are responsible for breaking spy rings and sabotage cases.
(T) 30. The Internal Revenue Service tracks down county moonshiners who make liquor illegally.
(T) 31. Young people under 21 sometimes work as police cadets.

Unit 14 Correcting the Guilty

"Keeping Out Of Prison" Game

Place your marker on "Home" in the drawing below. On another sheet of paper, answer as "true" or "false," each question given you by your teacher. You must move one spot for each wrong answer. Don't land in prison!


Prosecutor
Hearing
Lawyer
Trial
Bail
Investigation
Jail
Sentencing
Prison
Arrest
Home

Answer Key

Read these statements aloud, giving the correct answers after the students have finished answering each question. Students who end the game up to "prosecuting attorney" will have their cases dismissed. Those ending at "hearing" receive a "no-bill." Students ending at the "trial" are not guilty. Students ending at "investigation" or "sentencing" receive probation.

1. A dispute between two people over their rights in a contract is tried in a criminal court. (F)
2. A misdemeanor is a major crime. (F)
3. An informal system of handling crimes is better than a formal system. (F)
4. Lawyers for the defense protect the rights of the defendant. (T)
5. Correctional officers help prisoners when they are in trouble. (T)
6. Anyone who is probably guilty cannot receive bail. (F)
7. All people have the right to counsel. (T)
8. The prosecutor tries to persuade the jury that the defendant is innocent. (F)
9. Parole officers help the offender before the trial begins. (F)
10. If a prisoner does well in prison, he becomes eligible for probation. (F)
11. Little crimes are tried in the Small Claims court. (F)
12. Defendants must prove their innocence in order to win. (F)
13. Judges write down everything that is happening in the court. (F)
14. Child abuse and juvenile delinquency are increasing in the suburbs. (T)
15. When the U.S. Constitution doesn't work, government officials change it. (F)
16. Judges decide when jury trials are necessary. (F)
17. Congress can pardon people convicted of breaking federal laws. (F)
18. People cannot be punished for something they did before a law against it was passed. (T)
19. People who have been pardoned must obey parole rules. (F)
20. All people indicted are guilty. (F)
21. Persons who are guilty must testify against themselves. (F)
22. Government officials can place people they dislike in jail. (F)
23. People cannot be tried for the same offense twice. (T)
24. Officials should keep people in jail as long as possible before their trials. (F)
25. A person must be charged by a grand jury if the crime is serious. (T)
26. Judges can order cruel and unusual punishments for offenders. (F)
27. It is the duty of judges to make people post excessive bail. (F)

Exploration of
Public Service
Occupations

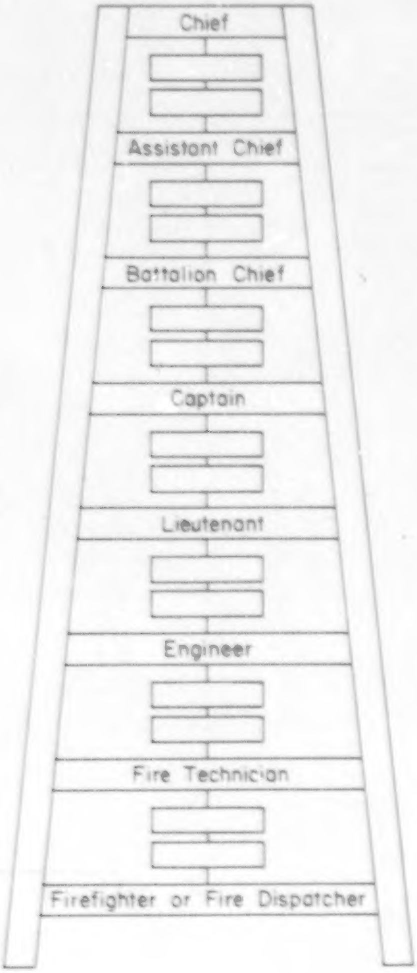
Evaluation
Questions

15

Unit 15 Preventing and Fighting Fires

"Be a Fire Chief" Game

Can you make it to the top? Place your marker on "Firefighter or Fire Dispatcher." On another sheet of paper, answer as "true" or "false" the statements read by the teacher. Advance one step up the ladder for each correct answer, and down one step for each incorrect answer.


Chief
Assistant Chief
Battalion Chief
Captain
Lieutenant
Engineer
Fire Technician
Firefighter or Fire Dispatcher

Answer Key

Read these statements aloud, giving the correct answers after the students have finished answering each question.

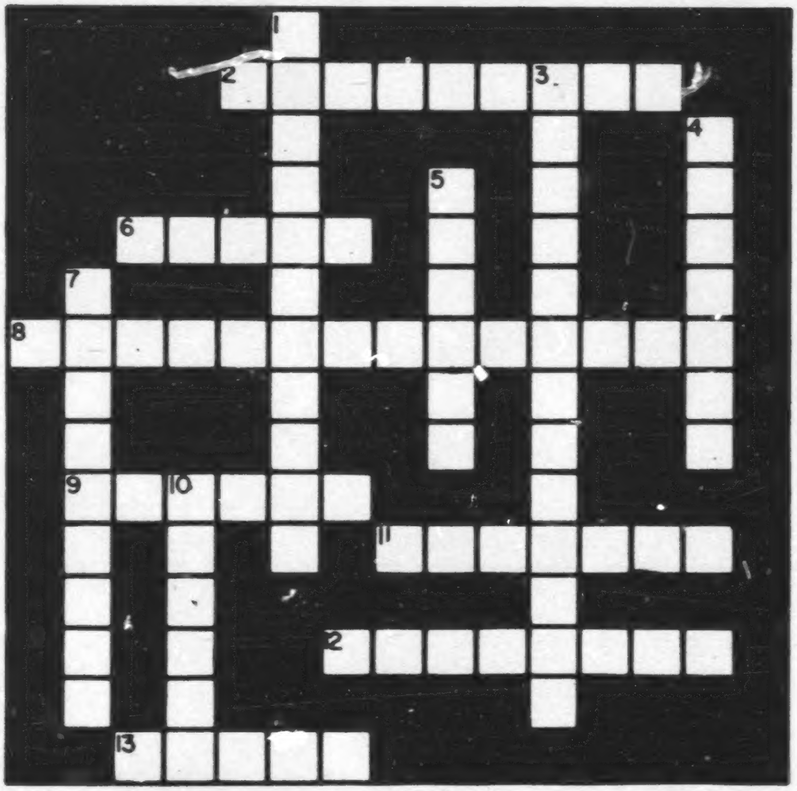
(F) 1. Fire Dispatchers must suppress fires and rescue people in danger.
(T) 2. Fire Dispatchers send proper equipment to four types of emergencies.
(T) 3. Each fireman has a specific job to do at a fire.
(T) 4. At the scene of a fire, firemen must take orders from a commanding officer.
(T) 5. Some firemen respond to alarms in boats.
(F) 6. Paramedics design and inspect alarm systems.
(F) 7. Arson Investigators put out fires by dropping water from helicopters.
(T) 8. A paramedic may be assigned to a mobile heart unit.
(T) 9. Fire Prevention Engineers read blueprints to determine whether buildings are safe.
(T) 10. Arson Investigators determine the causes of fires.
(F) 11. A fire recruit must have a degree in chemistry or physics.
(T) 12. Some communities pay firemen to go to college.
(T) 13. Good color vision is essential to firemen.
(T) 14. Courses in chemistry and physics help prepare one for a fire-science career.
(F) 15. American fire-death rates are the lowest in the world.
(T) 16. Firemen must learn some building code laws.
(F) 17. Firemen have learned to scientifically suppress fires caused by new products.
(F) 18. It is not necessary for a firefighter to be personally likeable.
(T) 19. The need for firefighters will probably grow in the future.
(T) 20. Firemen must be able to handle all types of fire apparatus.
(T) 21. First aid is an important part of a fireman's training.
(T) 22. Firemen inspect factories, theatres, and other public buildings for unsafe conditions.
(T) 23. Small towns often rely on volunteer firemen who only serve when needed.

Exploration of
Public Service
Occupations

Evaluation
Questions

16

Unit 16 Promoting the General Welfare **Crossword Puzzle**



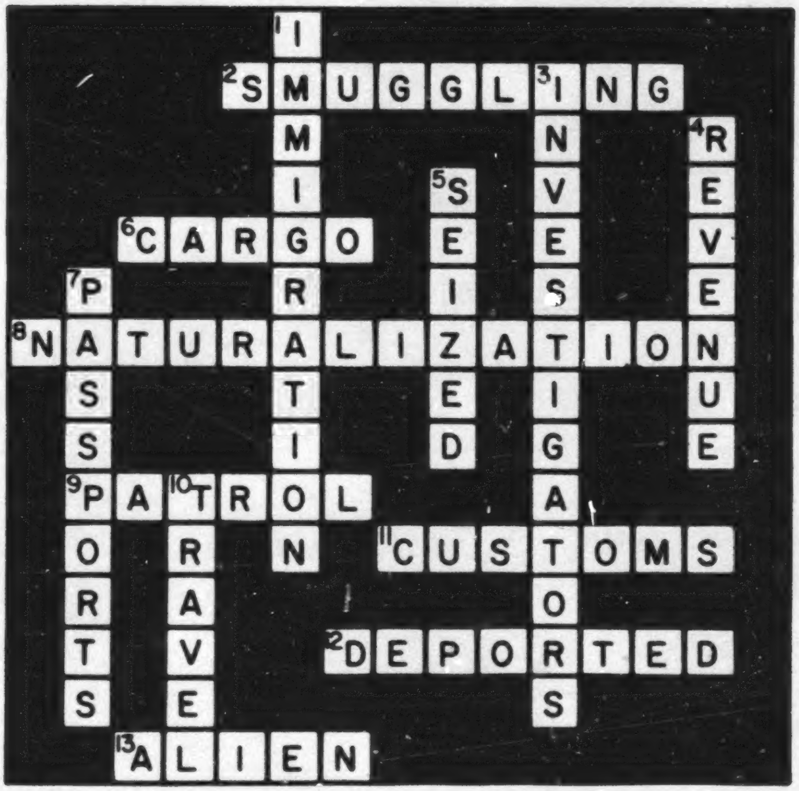
ACROSS

2. Customs agents are the Government's frontline protection against ________________.
6. Most of the money collected by customs comes from ____________.
8. People who are citizens of other countries can become U.S. citizens by ____________.
9. Customs agents ____________ the waterfront.
11. The Bureau of ____________ inspects cargo and passengers entering and leaving the U.S.
12. Naturalized citizens who prove to be undesirable may be ____________________.
13. A citizen of another country who is in the United States is an __________________.

DOWN

1. People who wish to become U.S. citizens are examined by the _______________ and Naturalization Service.
3. Customs _______________ inspect airplanes and ships that are entering the United States.
4. Perhaps the main reason for customs is the collection of _________________________.
5. Exports which may be used to overthrow governments are _______________ by customs agents.
7. The Department of Justice issues _______________ to Americans who are leaving the country.
10. The increase in _______________ has made the Bureau of Custom's work harder.

Answer Key


1 IMMIGRATION
2 SMUGGLING
3 INVESTIGATORS
4 REVENUE
5 SEIZED
6 CARGO
7 PASSPORTS
8 NATURALIZATION
9 PATROL
10 TRAVEL
11 CUSTOMS
2 DEPORTED
13 ALIEN

Exploration of Public Service Occupations

Evaluation Questions

17

Unit 17 Fast, Safe, and Efficient Transportation

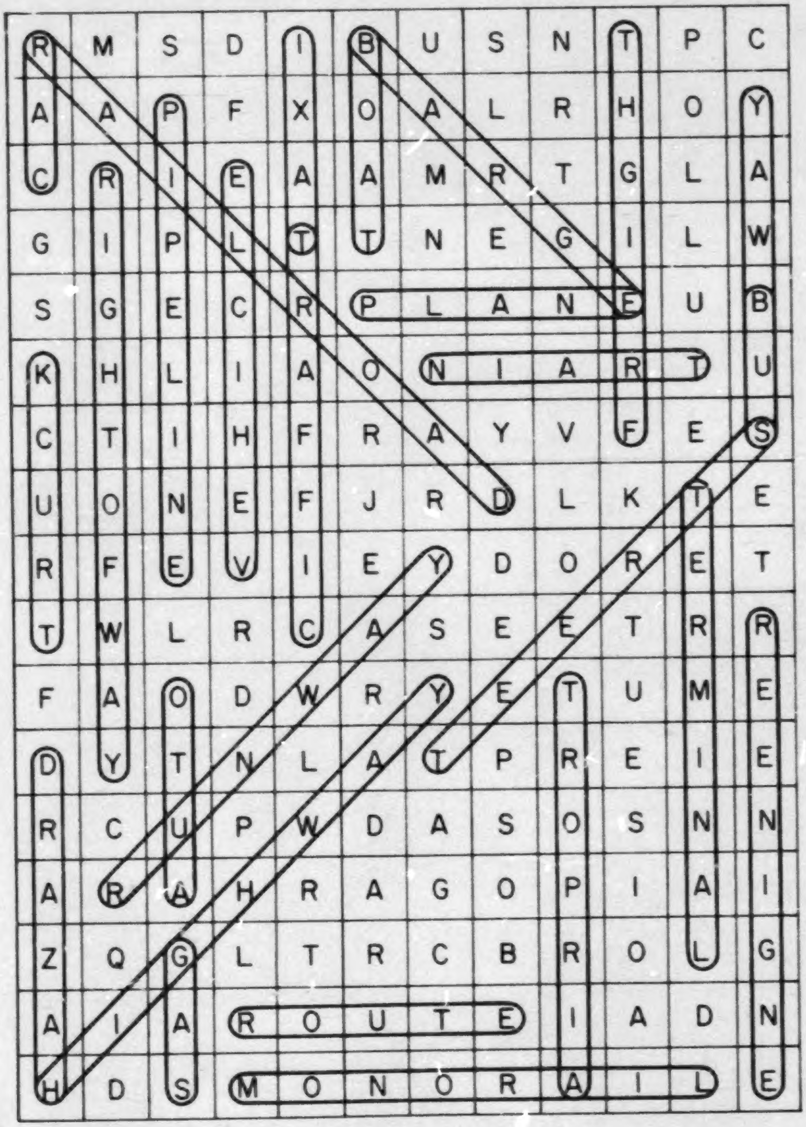
Hidden Elements of Transportation

There are 26 transportation words in this puzzle. Can you find them? Encircle the ones you find — they may run forward, backward, or diagonally.

R	M	S	D	I	B	U	S	N	T	P	C
A	A	P	F	X	O	A	L	R	H	O	Y
C	R	I	E	A	A	M	R	T	G	L	A
G	I	P	L	T	T	N	E	G	I	L	W
S	G	E	C	R	P	L	A	N	E	U	B
K	H	L	I	A	O	N	I	A	R	T	U
C	T	I	H	F	R	A	Y	V	F	E	S
U	O	N	E	F	J	R	D	L	K	T	E
R	F	E	V	I	E	Y	D	O	R	E	T
T	W	L	R	C	A	S	E	E	T	R	R
F	A	O	D	W	R	Y	E	T	U	M	E
D	Y	T	N	L	A	T	P	R	E	I	E
R	C	U	P	W	D	A	S	O	S	N	N
A	R	A	H	R	A	G	O	P	I	A	I
Z	Q	G	L	T	R	C	B	R	O	L	G
A	I	A	R	O	U	T	E	I	A	D	N
H	D	S	M	O	N	O	R	A	I	L	E

Answer Key

1. airport
2. auto
3. barge
4. boat
5. bus
6. car
7. engineer
8. freight
9. gas
10. hazard
11. highway
12. monorail
13. pipeline
14. plane
15. railroad
16. right-of-way
17. route
18. runway
19. street
20. subway
21. taxi
22. terminal
23. train
24. traffic
25. truck
26. vehicle



R	M	S	D	I	B	U	S	N	T	P	C
A	A	P	F	X	O	A	L	R	H	O	Y
C	R	I	E	A	A	M	R	T	G	L	A
G	I	P	L	T	T	N	E	G	I	L	W
S	G	E	C	R	P	L	A	N	E	U	B
K	H	L	I	A	O	N	I	A	R	T	U
C	T	I	H	F	R	A	Y	V	F	E	S
U	O	N	E	F	J	R	D	L	K	T	E
R	F	E	V	I	E	Y	D	O	R	E	T
T	W	L	R	C	A	S	E	E	T	R	R
F	A	O	D	W	R	Y	E	T	U	M	E
D	Y	T	N	L	A	T	P	R	E	I	E
R	C	U	P	W	D	A	S	O	S	N	N
A	R	A	H	R	A	G	O	P	I	A	I
Z	Q	G	L	T	R	C	B	R	O	L	G
A	I	A	R	O	U	T	E	I	A	D	N
H	D	S	M	O	N	O	R	A	I	L	E

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